

CHILDHOOD EDUCATION



Vol. II

February, 1926

No. 6

Guidance for Exceptional Children

Arnold Gesell and Ruth Washburn

We Who Desire Peace

Mary Chaplin Shute

Psychological Aspects of the Pre-School Child

Shepherd Ivory Franz

Preparation of Teachers

First Grade Projects. III. The Postoffice

G. W. Diemer

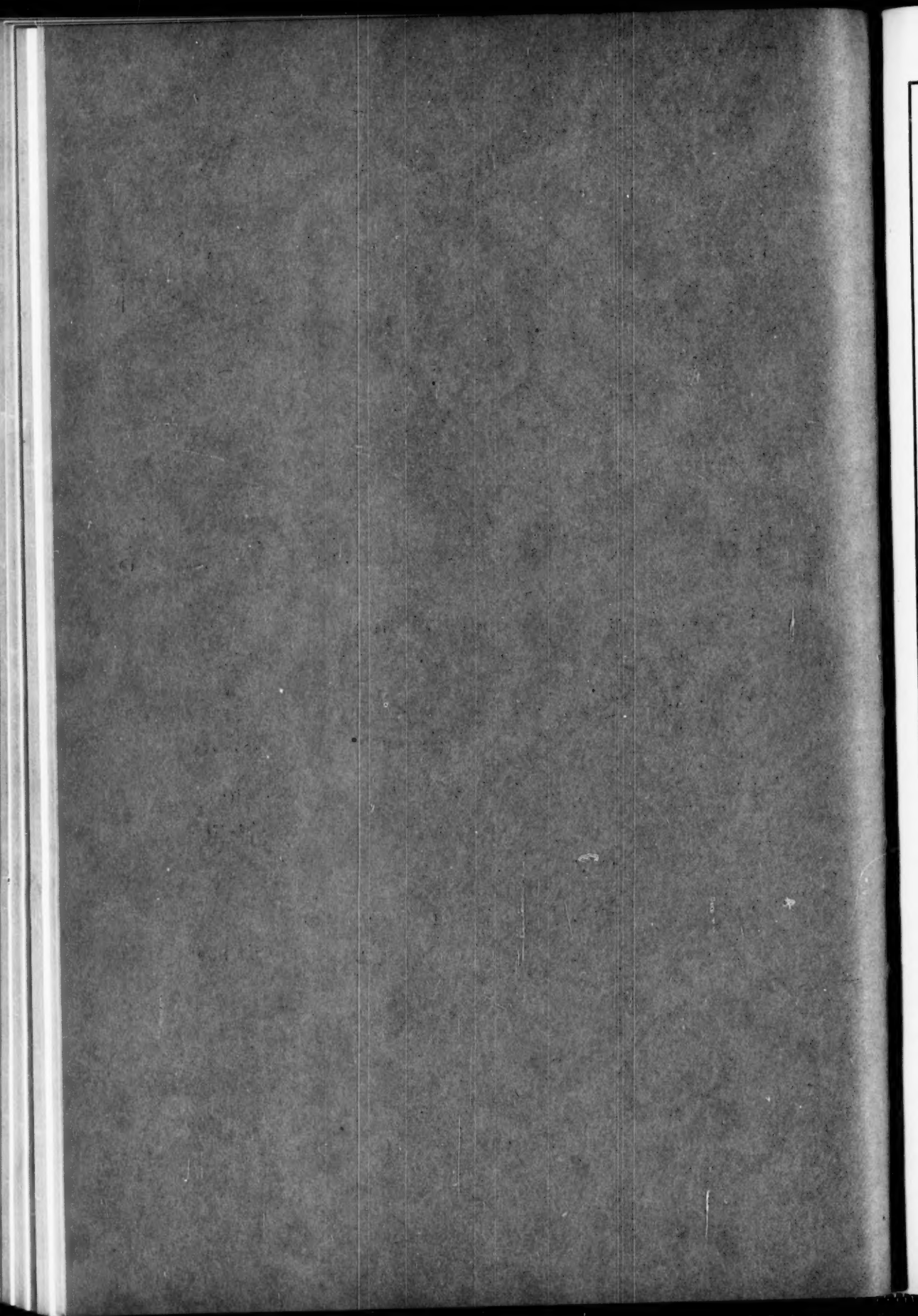
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Associate Professor of Physiological Hygiene, School of Hygiene and Public Health, Johns Hopkins University

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Special Guidance for Exceptional Kindergarten Children

ARNOLD GESELL, M.D., AND RUTH WASHBURN

Yale Psycho-Clinic

THE educational and social significance of the problem of exceptional school children is now well recognized in the elementary grades. That the problem extends down to the kindergarten level of the public school system may be suspected and perhaps demonstrated.

EXCEPTIONAL CHILDREN OF KINDERGARTEN AGE

With the coöperation of the New Haven kindergartners,¹ the Yale Psycho-Clinic in 1923 made an exploratory census of educationally exceptional children attending the local kindergartens with a total enrollment of 2700. No effort was made to secure precise statistics through individual medical and psychological examinations. We planned instead to get the teacher's own estimate of her exceptional or problem cases in the month of May, when she had several months of acquaintance with her pupils.

The schedule which was used is reproduced here. A score of different "exceptional" conditions was listed. The number of children reported for each

group is indicated in parentheses. Separate figures for boys (B) and girls (G) are given. It will be noted that superior children were included in the schedule. This was to remove the impression that we were chiefly interested in mentally deficient pupils. Although the hygiene and educational adjustment of the advanced or precocious kindergarten child constitutes a real problem, we shall confine this report to exceptional children belonging to the other groups.

TO THE KINDERGARTEN TEACHER

We desire to make a simple census of the kindergarten children who are in any way exceptional from an educational point of view. Every kindergarten teacher is, therefore, asked to go over the entire register of pupils under her charge (both morning and afternoon) and to report by name and birthday every pupil who belongs to one of the four groups indicated below. Please be sure to add a few descriptive comments about each case. For example:

John Roger: Born March 23, 1918. Group 3-I.

He is a slender boy of fairly normal appearance but has a pronounced lisp and is very babyish in his ways and speech. Is not as independent as most of the other children. Cries very easily.

1. Superior children:

- A. General ability (42; B 21, G 21)
- B. Leadership (6; B 3, G 3)
- C. Special gifts or talents (12; B 9, G 3)

2. Children with special handicaps:

- D. Great difficulty in seeing (5; B 3, G 2)
- E. Great difficulty in hearing (4; B 3, G 1)

¹ We wish to make special acknowledgment of the assistance of Miss Jessie I. Scranton, late supervisor of the New Haven Kindergartens, who was actively interested in the study and in its practical implications.

- F. Great difficulty in handling tools (8; B 5, G 3)
- G. Crippled (10; B 6, G 4)
- 3. *Children with peculiarities of speech or conversation:*
 - H. Stammering or stuttering (5; B 3, G 2)
 - I. Faulty or indistinct articulation (20; B 16, G 4)
 - J. Baby talk (12; B 6, G 6)
- 4. *Behavior problems, conduct or discipline problems:*
 - K. Special fears, i.e., terrified by dark, dogs, certain strangers, etc. (4; B 0, G 4)
 - L. Great shyness, timidity, undue silence, moodiness (27; B 17, G 10)
 - M. Stubbornness, spells of sulking (13; B 6, G 7)
 - N. Temper (3; B 1, G 2)
 - O. Unintelligent, slow to comprehend, possibly defective (40; B 25, G 15)
 - P. Inability to mingle with other children or cooperate in group work (6; B 3, G 3)
 - Q. Habit spasms, twitching of muscles of face, jerky bodily movements (8; B 3, G 5)
 - R. Sex habits (6; B 5, G 1)
 - S. Thumb sucking or other undesirable traits of any kind (3; B 2, G 1)
 - T. Enuresis (wets self) (5; B 3, G 2)
 - U. Nervous, easily excited (5; B 3, G 2)

School Entrance Status:

Not ready for school entrance though of proper age, 17

Ready for school entrance but below proper age, 48

No statistical or percentage deductions can be drawn from the above figures. The figures are purely indicative; but from the internal descriptive evidence which supplemented them we may be sure that they do not give an exaggerated impression. The returns showed great unevenness in reporting "superior" children. It was clearly apparent that the kindergartners were less likely to recognize superiority than deviations in the opposite direction.

It is interesting to note that the proportion of exceptional boys is in

excess for that for girls, the figures being as follows: for special handicaps, 17 vs. 10; for speech defects, 25 vs. 12; for behavior problems, 68 vs. 52. The number of cases in which the description was very suggestive of mental deficiency was 35, of whom 23 were boys.

Confirmatory and supplementary facts relating to the problem under consideration were secured through an investigation by Miss Isabel Kearny, a graduate student, who made a careful individual study of 50 unselected kindergarten children exactly five years of age. Her results are significant because they comprised a psychological examination, a school inquiry and a direct interview with one or both parents of each child. Among the group of 50 children, there were three cases of faulty conduct; one instance of extreme, morbid fear; and three of malarticulation. There were also several cases of enuresis.

In connection with an investigation of pre-school norms of development, Miss Elizabeth Lord made a study of the home behavior of 50 four-year old unselected normal children, ranging in intelligence from dull to superior (I.Q. 75 to 150). A record was made of all cases which presented personality or behavior problems. Minor but by no means negligible problems were discovered in 18 out of the 50 children. There were three instances of enuresis, three of faulty food habits (including fastidiousness and vomiting), one of night terrors, two of tantrums, one of thumb sucking, four of excessively inhibited speech, three of crying for long periods or too readily, and others of extreme shyness and fears. There is no way of classifying or indicating the seriousness of all these behavior problems. It is significant, however, that

they are not confined to children of one intelligence group but are widely distributed. Of the 18 cases in our group of 50, 5 fell in the "dull" group (I.Q. 75 to 83), 3 in the "bright" group (I.Q. 117 to 149), and 10 in the intervening average group.

Inhibition and resistance and shyness were found in varying degrees. In some cases this diffidence bordered on the abnormal and suggested strongly the socializing value and the preventive possibilities of the kindergarten.

A similar survey of the mental and behavior characteristics of two-year-old and three-year-old children revealed a similar situation. In some cases special education problems have clearly defined themselves even at this early age. In other cases there is ample evidence that future school problems are in the making and that the parents and children alike would benefit by a timely guidance.

Additional data concerning the problem of educationally exceptional children of pre-school age have come to us through cases referred to the Yale Psycho-Clinic for diagnosis and consultation. About one-third of all the cases referred to our clinic are children of six years of age or under. Among these are many cases who urgently need a modified kindergarten training adapted to their individual needs.

By combining the findings of the census of New Haven kindergartens, the results of the canvass of four and five-year-old children in their homes, and the clinical records of problem children of pre-school age, we gain a fair idea of the magnitude of the problem of the educationally exceptional child, as it presents itself in the kindergarten.

It is somewhat more difficult to

appreciate the importance or even the existence of unhealthy and abnormal conditions in children of kindergarten age than it is in children of elementary school age. The kindergarten child is smaller, and the problems superficially are therefore smaller, and appear less consequential. There is also a generous expectation that the child will outgrow his difficulties. From the standpoint of mental hygiene, however, these expectations are not always well founded, and it is precisely for reasons of mental hygiene that special guidance work for exceptional kindergarten children should be undertaken.

EDUCATIONAL CASE STUDIES

In order to define more clearly the possibilities of such special guidance provisions, an intensive study was made of twenty-five kindergarten children in a foreign section of the city. All of these children were reported for consideration because of some handicap, defect, or peculiarity of behavior.

This study, which included a careful psychological and social survey of each child, was made by Miss Ruth W. Washburn. The data were secured in several different ways as follows:

1. A Binet-Stanford intelligence test given by the department of special classes.
2. A detailed psycho-clinical examination of each child.
3. A talk with the kindergarten teacher concerning the school capacity and school behavior of each child.
4. A visit to the home of each child.
5. Observation of each child's behavior in regular kindergarten group.
6. A talk with the principal of the school about the general conditions of the district.

Table 1 summarizes some of the major facts in these individual studies.

TABLE 1

| NUMBER | SEX | AGE | | MENTAL STATUS | PARENTS | | SIBLINGS | | HOME CONDITIONS | REASON REPORTED |
|--------|-----|-------|--------|--------------------|------------------|-----------------------|-----------------|-------------------|-----------------|---|
| | | years | months | | Nativity | Appropri- mate age | Number older | Number younger | | |
| | | | | | | | | | | |
| 1 | B | 4 | 10 | 1 year retarded | Italian | 35-40 | 1 | 1 | Good | Possibly defective, faulty artic. |
| 2 | B | 5 | 4 | 1 + year retarded | Italian | 45-50 | 7 | 0 | Poor | Shyness, timidity |
| 3 | B | 6 | 0 | 2 years retarded | Italian | 40-45 | 0 | 0 | Fair | Nervous, over-actiev |
| 4 | B | 5 | 6 | 1 + year retarded | Italian | 25-30 | 0 | 3 | Good | Shyness, timidity |
| 5 | B | 5 | 10 | 1 year retarded | Italian-American | 35-40 | 4 | 2 | Poor | Stubbornness, sulking |
| 6 | B | 4 | 5 | 1 year retarded | Italian | 45-50 | 5 | 0 | Very good | Possibly defective, faulty artic. |
| 7 | G | 5 | 6 | Sub-average | Italian | 25-30 | 1 | 3 | Fair | Shyness, difficulty with tools |
| 8 | B | 5 | 11 | 1 year retarded | Italian | 30-35 | 2 | 0 | Very poor | Shyness, timidity |
| 9 | B | 5 | 10 | Low average | Italian | 30-35 | 1 | 0 | Fair | Delicate unhappy |
| 10 | B | 7 | 0 | Mentally defective | Italian | 25-30 | 2 | 0 | Fair | Fighting |
| 11 | B | 4 | 9 | Sub-average | American | 20-25 | 1 | 0 | Fair | Possibly defective, faulty artic. |
| 12 | B | 4 | 10 | 1 + year retarded | Italian | 30-35 | 1 | 0 | Fair | Shyness, timidity |
| 13 | G | 5 | 10 | Low average | Italian | 30-35 | 1 | 3 | Fair | Habit spasms |
| 14 | B | 6 | 0 | 2 years retarded | Italian | 35-40 | 1 | 2 | Poor | Shyness, timidity |
| 15 | B | 5 | 10 | 2 years retarded | Italian | 40-45 | 4 | 1 | Fair | Fears, shyness, timidity |
| 16 | G | 5 | 8 | 1 year retarded | Italian | 40-45 | 3 | 0 | Poor | Shyness, timidity |
| 17 | G | 5 | 4 | Low average | Italian | 35-40 | 4 | 2 | Fair | Nervous uncontrolled |
| 18 | B | 5 | 5 | Low average | Italian | 30-35 | 0 | 1 | Fair | Temper |
| 19 | B | 5 | 9 | Sub-average | Italian | 25-30 | 0 | 1 | Good | Faulty articulation |
| 20 | G | 5 | 5 | Average | Russian-Jewish | 40-45 | 3 | 0 | Very good | Baby talk, incessant talking |
| 21 | B | 5 | 4 | Average | Italian | 30-35 | 1 | 1 | Fair | Incessant talking |
| 22 | G | 4 | 2 | Average | Italian | 45-50 | 6 | 1 | Very poor | Shyness, timidity |
| 23 | G | 5 | 10 | Average | Italian | 40-45 | 4 | 1 | Very poor | Demands attention |
| 24 | B | 5 | 7 | Average | Italian | 40-45 | 4 | 0 | Fair | Shy, reserved |
| 25 | G | 5 | 11 | Average | Italian-American | 30-35 | 2 | 1 | Good | Superior, slight habit spasms, shyness |
| | | | | | | | | | | |
| | | | | | | | | | | 17 boys 8 girls |

Inspection of this table will show that 21 out of 25 of these children have parents born in Italy. In 88 per cent of the homes the Italian language is spoken. The language barrier works a special hardship on the child of kindergarten age. The difference between old and new world customs in these foreign standard homes works an additional hardship, and makes for poor adjustments in children of tender age.

In 7 out of 25 families the home conditions are classified as poor or very poor. In many of the homes the social and economic level is so low, that the school has an increased responsibility in fostering normal social development at the kindergarten age. The home discipline frequently is in the hands of parents who use extremely faulty and even pernicious methods.

As a result of these and attendant conditions, about one-half of the twenty-five children are shy, timorous, and lacking in healthy self confidence. The regular work of the kindergarten exercises a very fortunate and beneficial influence on many of these children; but there remain a few children who because of impaired personality make-up or subnormal intelligence are peculiarly in need of special guidance at the kindergarten age. Such children remain unadapted to the group even after months of attendance. Frequently they are maladjusted or fail of promotion in the first grade. The maladjustment tends to increase in gravity if not dealt with early, and there is an accumulating waste of effort on the part of the teachers as the child grows older. It is certain that a considerable amount of preventive and ameliorative work can be accomplished by beginning early and meeting these problems before the child reaches the primary school.

Each individual case study made by Miss Washburn was summarized in an educational analysis to determine the kind and degree of special guidance work needed. For illustration, three of these summaries are reproduced here (pages 266-267). The educational status and recommendations are itemized in parallel columns. The first column describes the special guidance problem; the second column the desirable special guidance procedure. The figures in parentheses correspond to the items in the first column.

Individual case studies such as the above suggest concretely how special guidance procedure may be put into operation through the kindergarten.

SPECIAL GUIDANCE MEASURES

It is possible to institute special individualized programs for exceptional children within the regular kindergarten room. The very flexibility of the kindergarten makes it possible. With only minor modifications of equipment and procedure it is feasible to study the needs of certain exceptional cases and to provide these needs in an ordinary kindergarten. Although the regular kindergarten teacher cannot be expected to give a disproportionate amount of attention to any problem child, she can carry such a child more intelligently and comfortably in the regular group if she makes special provision for him. These special provisions might be worked out in conference with the supervisor of special classes and with others who have made a special study of any selected case.

In school systems of some size, this individual program work can best be developed by the appointment of a *special guidance kindergartner*. Such a special kindergartner could be attached

SUMMARIES OF THREE EDUCATIONAL ANALYSES

| SPECIAL GUIDANCE PROBLEM | SPECIAL GUIDANCE PROCEDURE |
|--|--|
| 11. Boy, aged 4 years 9 months | |
| <p><i>Capacity of child:</i></p> <ol style="list-style-type: none"> 1. Consistent four-year development. 2. Very definite speech difficulty. <p><i>Personality traits:</i></p> <ol style="list-style-type: none"> 3. Amenable, good tempered. 4. Immature for age. 5. Lacks initiative and imagination. 6. Fairly self-confident and poised. <p><i>Home and social factors:</i></p> <ol style="list-style-type: none"> 7. American mother very young and children's lives are suited to her convenience. 8. Home opportunities for development meager. Play restricted. 9. Underweight. | <p><i>a. Contact with kindergarten group:</i></p> <ol style="list-style-type: none"> (1) Remove from group except during song and game period. <p><i>b. Special training by other children:</i></p> <ol style="list-style-type: none"> (2) Gr. VIII child to give child practise in correct pronouncing of words (under direction of special guidance teacher with due attention to patience and accuracy of instruction). <p><i>c. Social work:</i></p> <ol style="list-style-type: none"> (7, 9) V. N. A. to visit home and help mother to regulate children's diet and hours. Special guidance teacher to arrange with neighbor to care for children so they need not be taken out at night. Persuade mother to let boy play outside with other children, even though yard is small. <p><i>d. Work with special guidance teacher:</i></p> <ol style="list-style-type: none"> (1) Handwork suited to 4 year development. (2, 8) Responsibility developed by means of tasks in care of schoolroom or other children. (5) Special opportunity for constructive group play. (7) All work calculated to supplement faulty home aids to development. |
| 12. Boy, aged 4 years 10 months | |
| <p><i>Capacity of child:</i></p> <ol style="list-style-type: none"> 1. Retarded development not equal to regular kindergarten work. 2. Conversation limited. <p><i>Personality traits:</i></p> <ol style="list-style-type: none"> 3. Lacks self-confidence to an unusual degree. Needs approval. Is convinced of inability to perform tasks set. 4. Immature. Indulged at home. 5. Sociability with other children undeveloped though kindergarten great help. | <p><i>a. Contact with kindergarten group:</i></p> <ol style="list-style-type: none"> (8) Withdraw child from kindergarten, except during time when whole group learns new songs, hears stories, etc. <p><i>b. Special training by other children:</i></p> <ol style="list-style-type: none"> (2, 7) Training in naming objects (in room and in pictures) and general conversational practice with older child (supervised by special guidance teacher). |

| SPECIAL GUIDANCE PROBLEM | SPECIAL GUIDANCE PROCEDURE |
|--|--|
| 12. Boy, aged 4 years 10 months--Continued | |
| <p><i>Home and social factors:</i></p> <ol style="list-style-type: none"> 6. Practical isolation with Italian speaking mother. One other child in family, 4 years older. Very little contact with children outside. 7. Experience largely with foreign language. 8. Entrance into kindergarten accompanied not only by terrors of meeting a group of children, but also by inability to perform tasks which repeaters in the group performed with great readiness. Consequent discouragement over failure. | <p><i>c. Social work:</i></p> <ol style="list-style-type: none"> (6) Home visits by special guidance teacher to impress upon mother necessity for boy to lead somewhat more independent life with contemporaries, and (4) Development of responsibility by means of light tasks at home. <p><i>d. Work with special guidance teacher:</i></p> <ol style="list-style-type: none"> (1) Handwork well within boy's capacity in order that (3) self-confidence may be established by success. (4) Tasks in schoolroom or building set to develop responsibility. (5) Special opportunity for constructive group play with very little or no supervision. |
| 9. Boy, aged 5 years 10 months | |
| <p><i>Capacity of child:</i></p> <ol style="list-style-type: none"> 1. Low average intelligence. 2. Good conversational ability. <p><i>Personality traits:</i></p> <ol style="list-style-type: none"> 3. Sociable and fairly self-reliant. 4. Somewhat morbid. 5. Desires leadership, but is incapable of attaining it. 5a. Boy very fearful and timorous. <p><i>Home and social factors:</i></p> <ol style="list-style-type: none"> 6. Mother and father separated. Father trying to influence boy to leave mother. 7. Father influenced boy's initial attitude toward school and boy always expresses unwillingness to go to school. 8. Mother finds life difficult and her attitude of depression is undoubtedly transferred to the boy. 9. Boy's delicacy and mother's personality have resulted in faulty home training. 10. Play opportunities in neighborhood are very limited. | <p><i>a. Contact with kindergarten group:</i></p> <ol style="list-style-type: none"> (1) Remain with regular kindergarten group. <p><i>b. Special training by other children:</i></p> <ol style="list-style-type: none"> (10, 4, 5) Outdoor play with group of other children; arranging opportunity for boy to lead in games and prove his ability to do so. <p><i>c. Social work:</i></p> <ol style="list-style-type: none"> (9) Regulation of boy's diet and daily regime by V. N. A. (6, 8) Stabilization of family situation by Organized Charities, with possible coöperation with Mental Hygiene Society in regard to mother's attitude of depression. <p><i>d. Work with special guidance teacher:</i></p> <ol style="list-style-type: none"> (4, 5a, 7) Problem is largely one of faulty mental hygiene in this case. Special emphasis should be laid on overcoming boy's morbidity, general attitude toward school, special fears, etc. |

to a regular kindergarten. She might be given major charge of about ten exceptional children recruited from one district and from neighboring kindergartens. It would not be necessary to conduct this special work altogether apart from the regular group. Indeed, there would be some advantages in conducting it in relation to the regular work. This would be a conservative method of demonstrating the possibility of instituting special procedures for special kindergarten children in close relation to the ordinary kindergarten work.

Problem children such as have been investigated in the New Haven study are in need of varying degrees of special educational guidance. Some need a great deal of it; others need only minor adjustments and occasional timely assistance, which only a special guidance teacher could render. Still others would be benefited by home visits on the part of the teacher.

It is suggested that a Special Guidance Kindergartner might spend about half of the day in systematic work with a small group of problem children and devote the remainder of her time to instituting similar special individual programs for children in other kindergartens, that is, outlining and supervising these programs and giving special assistance to the regular kindergarten teachers and parents concerned. It is conceivable that by such individualized methods such a teacher might set into

operation as many as twenty more or less specialized programs for exceptional children. This arrangement would entail no unusual expenditure for equipment or rooms or materials and would furnish a solid basis for an intelligent expansion of the work. Incidentally, it would also demonstrate not only the value and economy of special guidance work in kindergartens, but of similar work for children of elementary school age who cannot be assigned to special classes.

The kindergarten has an opportunity and still more a responsibility in meeting the educational and hygienic needs of its exceptional children. The handicapped child of kindergarten and of pre-kindergarten age is peculiarly neglected both at home and at school. To our knowledge, no kindergarten has undertaken systematic work in this field. Clinical work with young children and the nursery school movement have indicated the importance of this unsolved problem. The best solution is not the creation of an additional and lower tier of special classes; but the development of a more flexible, individualized kind of special guidance service, directed to both the child and the home. Again the kindergarten proves to hold a key position in the field of child welfare. A free mobile type of special guidance kindergartner can make an important contribution to the mental hygiene of the pre-school child.

"We Who Desire Peace"

MARY CHAPLIN SHUTE

Teachers College, Boston

NO QUESTION which faces the world today is more important than that of international relations.

Coiled up in it are the problems of War or Peace, Disarmament, Race Prejudice, Nordic Supremacy, and all the rest, so full of meaning and yet so familiar that the words slip lightly from our lips. We all read of them, we all discuss them, and we all know, in spite of all the shades of political and religious views which we may represent, that unless we can speedily learn to live together like brethren, children of one Father, instead of like so many Kilkenny cats, civilization is doomed to rapid extinction!

We also all know—for it is coming to us now from every side, with a gratifying though almost amusing insistence, we have known it for so long—that the first six years of the child's life are infinitely the most important, as they are the years in which attitudes are being established, habits formed, and character trends largely fixed.

What relation is there between these two facts, each so familiar that it is in danger of escaping our real attention, and what are we doing about them? Are we really aware that while the world is daily growing smaller and smaller physically, through man's marvelous lessening of time and space separations, there has been by no means a parallel growth in spiritual nearness

as expressed in terms of racial good will? Are we realizing that race prejudice—the source of so much cruel injustice, the root of so many terrible conflicts—is considered today to be not an inherited attitude but one learned in earliest childhood from unthinking or wrong thinking adults? Above all, are we, whose professional work lies with these most significant and impressionable "first six years," meeting our responsibility for the small beginnings of outlook and attitude which will inevitably shape the larger ends?

"The question of race relations with kindergarten babies? Absurd!" someone will say. But is it? Or is that the very place where we may best begin to lay the foundations for a sense of fair play, for respect for the rights of others, for a realization of all that we share in common beneath all our differences of color and race and creed, in short for the spirit of brotherhood which we of the older generations have so inadequately wrought into the life of the twentieth century? Where can we better turn for a solution of this pressing problem than to the new generation whom we may, if we choose, train up to live the principle of "good will to men" instead of simply carolling about it at Christmas time?

Someone has said that one generation of mothers with right ideals could remake the world. I believe this is profoundly true, and that it might be said

with almost equal truth of the teachers of one generation of little children. If every child under six years of age, living anywhere in the world today, could be so taught by some wise, far-sighted older person that tolerance, fair play, justice, and a belief in human brotherhood would become the very sub-structure of his thinking and living, would not the world be made over? That millennium, alas, we cannot reach, but the readers of CHILDHOOD EDUCATION, who will teach thousands and tens of thousands of these youngest children of the world in the next few years, may set their flags far forward toward that goal.

Granted this as an ideal, what is to be our practical procedure? First of all, that we may not set wrong standards, we must put our own hearts and minds to rights, and that is not so easy a matter! There are very few of us who have grown to adulthood without some strain of prejudice, some feeling of superiority, and it may take a good deal of thoughtful study and patient effort for us to rid ourselves of these attitudes. No one can prescribe the exact method of "release" for another. One may find it through the realization that we all belong to "mixed races" today, unless we are members of the very lowest and most primitive racial groups living in remote and isolated regions, thus demolishing her hopes of being a "one-hundred percenter;" another may read Robert Speer's entertaining pages, which show how each race has claimed superiority over all other races, and grow amusedly ashamed of her foolish race-conceit; while a third may find that an honest effort to understand the Master's impelling words, "All ye are brethren," slays once and forever all race hatred in her heart.

New volumes are constantly appearing dealing in both popular and scientific vein with all aspects of this great question of race relations far more fully than is possible in such a paper as this; the least we can do is to read one or two of them carefully and thoughtfully that we may know where we stand, and may learn to think outside the bounds of our own race and nation. Some of us cannot easily give up the sense of superiority ingrained in long generations of our ancestry, but at least we can train ourselves to recognize and admit the fine contributions to the world's knowledge and achievements made by many of the other nations and races. And surely we kindergartners, long accustomed to the possibilities inherent in the simple expressions of earliest childhood, can easily learn to substitute "backward" for the arrogant "inferior" as descriptive of some of the world's child-races, and can find in that very "backwardness" the same challenge to our nurturing abilities that we have long received from the children in our charge. And if the racial group to which most of us belong must still stress its superiority, let it focus on its superior chance for service, for "whosoever will be great among you let him be your minister."

Let us recognize frankly that no possible difference in race development can justify our failure to insist on "equality of opportunity" for all, and let us dare to believe that if we honestly and earnestly seek to give to all men their rightful chance for economic, intellectual and political development, we can safely leave the more difficult phases of the problem to the solution of Life itself. Our fathers may perhaps be excused for having seen in our geographical isolation a reason for not interesting them-

selves in world concerns, but the generations which have lived through the cataclysm of 1914-1918 have no excuse for such short-sighted self-centeredness, nor can they blind themselves to their duty to the generation just starting out. As teachers of the world's children we have an immeasurably great opportunity to train up a generation which shall see so clearly that "the likenesses between all races of men far outweigh their differences" that war with their brothers will seem impossible, and constructive coöperation between the nations of the earth will become the order of the day.

Of course we cannot talk to kindergarten children of race relations, of international thinking, or of the abolition of war, but we have long since learned that doing "small things with small people" does not in the least mean doing unimportant things. To any kindergartner with clear vision each small beginning is full of significance because it is seen to lead towards or away from the world ideals which she holds for herself and her children. If she is of the older school, she still values Froebel's reiterated emphasis on the "wholeness of life," and believes profoundly that a childhood filled with prejudices and mistaken notions of superiority cannot flower into an adulthood fit to cope with the world problems of the middle of the twentieth century. If she belongs to the newer group, she may prefer to receive her dictum from a more recent source, perhaps quite oblivious to the fact that the modern stress on "an integrated personality" as a requisite for individual and social sanity is but a new garment for an old thought. But however we word it, the essential point is that we do with our little children those things which, simple though they may be, will lay the foundation for an

integrated self, an integrated society, an integrated world.

Let us see then what some of these things are, both the obviously important and the apparently trivial. First of all, and probably most important of all, comes the daily life in the kindergarten, with its contact with many other little personalities, for many children the first call to adjustment to the needs and rights of others of their own age. Every kindergarten, by virtue of bringing together many children of the same age, automatically furnishes endless opportunities for helping each child to learn that he is but one of many, that the others must have a turn at the slide even though he would like to monopolize it, that he must keep quiet if the others are listening to a story, that he cannot be unreasonably rough without endangering the comfort and safety of others. He learns, too, to be gentle and chivalrous towards those who are younger or weaker than he, often developing a remarkable degree of thoughtfulness for some crippled or mentally backward playmate, his sense of responsibility entirely overtopping any inborn feeling of superiority.

Justice, fair play, tolerance, responsibility—all these are the normal outgrowth of any intermingling of little children under wise guidance. But how greatly these may be heightened and broadened in the kindergartens where we find children of many races living as brethren of one family under the leadership of a kindergartner who believes in the potency of early attitudes, and who really cares to break down race and class prejudice! The children in these kindergartens often come to us with just such prejudices already started by unwise parents. The hateful names of race contempt, so familiar to us all—

Yid and Wop and Nigger and Dago and a host of others—already fall glibly from childish lips, bringing a tragic ache to many a little heart, quite out of proportion to the intentions of the arrogant young speaker. Every child shrinks from being thought "different," and suffers far more than most of us realize if his clothing or customs or race or religion are sufficiently unlike those of his companions to elicit their contempt. Here lies the kindergartner's opportunity, and by wise commendation of that which the "different" child has to offer, by her tacit assumption that in kindergarten we know no differences except as they insure a pleasing variety, by her unfailing courtesy to the be-shawled and gesticulating mothers in the doorway, by her expectation that all are to be made happy and at ease in this new home, it is generally a fairly brief process to bring respect and friendliness into the little group in the place of warfare and prejudice.

When golden-haired Isabel learns that little black Lily's voice is far sweeter and truer than hers, she learns to admire where she looked askance, and forgets that she objected to a seat beside Lily in the story hour. John may have derisively called Izzy "a Yid," but when it proves that Izzy knows the one sure way to make John's bridge strong and steady enough to hold his toy train, what cares John for race differences? Concetta and Veronica, who slipped into the corner church with their mothers to look at the beautiful altar flowers on their way to kindergarten, find their little hearts expanding to a new type of tolerance when they overhear their loved "teacher" inquiring with interest and sympathy regarding the Passover celebration for which Celia and Sara have just been "staying out." And when it is discovered that shy little

Olga and sturdy Ludovic can talk in two languages where most of us can use only one, a new sense of respect dawns in childish hearts for those who are "different" from themselves. All this is, of course, a matter of experience rather than of instruction, for we do not talk of racial and religious differences in kindergarten, especially in our public schools, not only because it is not expected, but because we are fully aware that the best way to eliminate contempt for differences lies along the path of simple living together, until companionship with those unlike ourselves in some ways (but oh so like ourselves in others!) brings tolerance and respect and affection.

And if such details as these seem too small to be of importance, we need only to remind ourselves again that the basis of almost all adult intolerance and prejudice lies in the emphasis on the differences between ourselves and others. Who among us has not shrunk at the crude superiority shown by some English speaking person to the anxious and timid immigrant trying in broken speech to ask his way? Who has not blushed at the blatant Americans who in foreign shops and streets comment audibly on the "queer" clothes or customs of those unlike themselves? Who is not familiar with people who, in spite of education and opportunity, lay all that goes wrong in our great country at the feet of "those damned foreigners," and who has not thrilled with shame as she thought of the contrast between some of her law-abiding foreign-born friends and certain so-called "hundred per cent Americans," openly defiant of their country's laws." No, such things as learning to respect other little children, no matter how different, are not small nor unimportant, and the sooner we learn it the better for us and for the

world! A childhood that has dropped all names of race contempt, that has learned through actual experience that we are all "brothers under the skin," that has grown to respect in a childish way the racial and religious customs of others, while relinquishing no loyalty to its own, is not likely to develop into the narrow, bigoted and intolerant adulthood which so menaces the world today.

Not all public schools and almost no private schools can offer so fine a laboratory for democracy as that just described, but it will not be safe for them to ignore the problem because its challenge is less obvious. On the contrary, it is perhaps even more essential that the kindergartner whose group is practically all American-born, perhaps even of the "privileged class," should face the coming life problem squarely, knowing that the attitudes she establishes in her children have more than a fair chance of holding over to later years. Having no "alien races" in her midst, she must plan all the more carefully her campaign against the intolerance and prejudice too often already inculcated in her children, young as they are, and with the need in mind opportunities will soon open before her. For example, as dolls are brought in or made in kindergarten, she will find some of her children relegating all those whose complexions fail to conform to Nordic standards to the positions of cooks or chauffeurs, in unconscious imitation of the unthinking and uninformed adults who, since they have not yet learned the amazing achievements both in art and business of our American Negroes, are still thinking of them in terms of "Aunt Jemina" and minstrel shows! Our toy merchants will cease to present us with "mammies" and "coon dancers" when we adults cease to act as if the

race they claim to represent is capable of nothing but serving or amusing the white race. No one objects to a child's love for her Mammy doll, but all thinking people ought to object to a child's unconscious assumption that to wait on "white chillen" is all a Negro woman is fit for.

Those kindergartners who really understand that toys have a profound influence over little children's hearts and minds, have gladly welcomed a very pretty type of colored doll recently put on sale in some of our better stores, and have placed them in their kindergartens, dressed as prettily as the white dolls, noting with satisfaction the children's prompt acceptance of them as babies to be loved and tended with the same care which has been shown the more familiar white dolls. Why might not our kindergartners make a point of having dolls dressed to represent Chinese, Japanese, Negroes, Indians, and others, not simply to be looked at as "curiosities" but that through the familiar activities of dressing, feeding, cuddling, and tending them the children may come sooner to a realization that all babies need much the same type of care, regardless of what their color or style of dressing may be.

Such experiences of underlying identities can also be given through the use of pictures. All the talks on the family and the working groups should be illustrated with careful emphasis on the "ties that bind." To show only pictures of American mothers and children gives a very one-sided view of the great universal fact of motherhood, an idea which ought to be interpreted to our children through a carefully made collection of pictures, including a Negro mother and her baby, an Indian mother and her papoose, a Japanese mother and her tiny slant-eyed son and as many other varieties of motherhood and babyhood

as one can find. Pictures of the industrial world are particularly valuable when through depicting the work of various groups they bring home to the child a sense of his dependence upon these people outwardly so different from himself.

In his recent book, *The Normal Mind*, Dr. Burnham of Clark University gives as one of his criteria for normal mental health "a sense of dependence"; why not use the child's dawning recognition of his dependence on the Negro laborer for the cotton his clothes are made of, on the Japanese gardener for his delicious berries, on the Hungarian miner for the coal which keeps him warm, to quicken his sense of brotherhood with the workers of many colors and races, and to give him a sane measure of his place in this great world of "reciprocal service?" The two groups of pictures referred to really belong together, for when the child sees the mother caring for her baby and the father working at his task that mother and child may live, he learns to know the family unit in its most characteristic forms of activity. Add to these some well-chosen pictures of the children of the world at school and at play, and pictures of homes which, from igloo to mansion, wigwam to palace, shelter family life, and you have gone far to make children feel that "differences" are full of interest but not divisive!

With this very thought in mind the National Child Welfare Association issued not long ago a series of ten charming posters of the children of ten nations, in their native costumes and characteristic activities, with the avowed purpose of helping our children to think of all children as their brothers and sisters, believing that

In hearts too young for enmity
There lies the way to make men free;

When children's friendships are world wide
New ages will be glorified.
Let child love child, and strife will cease,
Disarm the hearts, for that is peace.

—ETHEL BLAIR JORDAN.

In the Prize Peace Plan prepared by David Starr Jordan, special stress is laid on so presenting history to our older students as to further "international amity," never in such a way as to pervert facts "in the supposed interest of national honor or partisanship," an aim that we may well adopt in our very simple history stories of the kindergarten and lower grades. Nowhere have I found a finer statement of this than in the Course of Study for Kindergarten and First Three Grades recently issued for use in the Baltimore schools. Under the subjects of Geography and History it states as requisite knowledge, "the idea of a world made up of countries and peoples differing in many ways but alike in more, and bound together by mutual esteem and need," and as a resultant attitude, an interest in the children of a few remote countries not merely for the novelty they present but as real children and potential playfellows living in countries of which they have reason to be proud." *Potential playfellows!* How could it be better said? Is not our whole ideal for the children summed up in those two well-chosen words? Surely if all through childhood one learns to think of

Little Indian Sioux or Crow,
Little frosty Eskimo,
Little Turk or Japanese

as delightful playfellows it would be hard to grow up feeling that "the welfare of other nations is opposed to our own, and that they are persistently, arrogantly, insidiously, or treacherously engaged in plotting against us!" It just could not be done! And when one

realizes that the military spirit, according to Dr. Jordan, has been most active in countries where the great team games are scarcely known, and when she reads in Mathews' *Clash of Color* of the way in which team games have developed a magnificent school spirit among the lads of a dozen or more races in Trinity College in Ceylon, she dares to affirm afresh that the plays of childhood and youth may mold the spirit of the world!

But if this be true what about the soldier plays of our kindergartens? Ought we to discontinue them? Are they in danger of glorifying War at the expense of brotherhood, War which in spite of its brave trappings and splendid heroisms seems to most of us a horrible thing at best, or are they emphasizing only that form of patriotism which has been defined as "love of one's country and the desire to make and keep it worthy of love and honor"? Frankly it is a hard question to face, and most of us do not pretend to have come to a complete solution of it, but of a few things we may perhaps feel sure. One is that we will never again give war toys into the hands of children, especially those which have as their objective the shooting down of soldiers, whether in the uniform of our own country or that of another. And another is that while exalting our flag and teaching the children to treat it with utmost reverence, we will never do it in such a way as to arouse distrust or hatred of the flags of other countries. Our red, white and blue is rightly dearer to us than any other flag could be, but that should not keep us from recognizing that our "potential playfellows" thrill with an equal ardor to the green and red and white, or to the red circle on its white background, or to any one of a dozen other combinations—each of

which spells to tens of thousands of little children the magic words "my country!"

We still need to give concrete emphasis to the bravery of our soldiers and to the significance of our country's institutions through pictures, songs and stories, and the creation of monuments and State Houses and other city or national buildings, but it surely can be done without stress on War as in itself noble, and without the type of blatant glorification of our country which inevitably throws contempt on every other. Pictures of the brave soldiers and fine public buildings of other countries, and a stirring parade in which many of our "playfellows" flags were carried alongside Old Glory might do more than we realize to help our little folks to take some of the first steps towards the much-desired goal of "international thinking!" Probably there are few subjects which offer a wider field for passionate difference of opinion than this one of the right teaching of patriotism, but as teachers of "the most plastic age" we must at least stop to think what type of patriotism we are fostering. Is it "my country right or wrong," or is it keeping "my country worthy of love and honor"?

One other means to our end remains to be suggested. During the Great War we found ourselves fully able to guide the children's patriotism into channels of service through their work for the Red Cross and for our own splendid Kindergarten Unit. Cannot we help them to see in some simple way that the very fact that our country is the strongest, the happiest, the most prosperous in the world lays upon us a special obligation still to be of service to the needy children of other countries? The work of our Unit is not yet done; thousands of children of the Near East are

still holding out eager hands to America for help:—can we not use the dawning love of country aroused in each fresh group of kindergarten children to help that country serve the world?

Finally, as is always true when some conscious forward step is to be taken with the kindergarten children, the training classes must prepare their students to take the lead in such work as we have been considering; hence the responsibility resting upon those of us who are training teachers becomes great indeed. The girls under our charge are no longer so easily influenced as the children; an added twelve or fifteen years, often subject to some degree of prejudice at home and even to unwise presentation of history, geography and civics in school, have settled their opinions in molds that are hard to break. All one's wisdom and tact will be needed not to antagonize, not to run counter to what has been learned elsewhere, but slowly to transmit by all legitimate means our own belief in the solidarity of the human race, in the fundamental and supreme worth of every human soul, and in America's great opportunity to blaze the new trail which shall lead to what Dean Inge calls "the one kind of internationalism that is worth while, the one which creates a spiritual integration of society." This can be done through the right presentation of history and geography, but perhaps even better—where opportunity offers—through the mixture of races in the training class itself, where the give and take of classroom contact teaches better than any books can do that "our identities far outweigh our differences."

With the students, as with the children, some form of welfare work is an incomparable way of learning to think

in international instead of in restricted national terms. Through their kindergarten experiences, especially in our foreign districts, much can be done to help them to an attitude of service to those in need, while at the same time they come to recognize, often with astonishment, the contributions these other races are amply able to make to America, if our arrogant and short-sighted "superiority" does not effectually bar the way. To them also the appeal of other countries should come, perhaps through aid given the eager students of China or Japan, clamoring for help to establish colleges like our own, perhaps through relief sent to the homeless and famine-stricken children of the Near East. And surely so long as our Kindergarten Unit continues to function in France, every student in our classes should hear of the work so nobly carried on through these years, and should have her chance to share in it. Indeed if the thousands of young women now in our training classes could be awakened to the right sort of interest in the Unit's work, who could predict where the end would be?

The gifts of the kindergarten to early childhood are not gifts of "bread alone," and there are many hundreds of thousands of children all over the world in need of their healing ministries to soul as well as body. We must not let the work cease with France; we must go on in the faith that in no better way can the young women of America learn to "think in terms of the world" than by consecrating their strength and zeal and inborn sense of motherhood to the service not only of the children of America but of the children of the world,—the children in whom, indeed, lies all our hope, for

**"WE WHO DESIRE PEACE MUST WRITE
IT IN THE HEARTS OF CHILDREN."—F. C.**

Psychological Aspects of the Pre-School Child

SHEPHERD IVORY FRANZ, PH.D., M.D., LL.D.

Professor of Psychology, University of California, Southern Branch, Los Angeles

OUR most important industry is education. We take raw human material and try to form it into manufactured products of social value. The elementary school changes the human ore into metal, the secondary school seeks to make the metal into materials that have general use, bars and rods and wire and plate, and the professional or vocational school further changes these materials into parts of complex machines needed in society, standardized products for which there is a steady social market. The products of this manufacture have been determined largely by what the public would purchase or tolerate. The products needed not to be guaranteed because the users took what the market offered. Nor did the purchasers complain much if structural defects were subsequently discovered, because a second or third article might be had at small price to replace a defective or broken part. Because of this the human wastage on the scrap heap has been enormous.

But, as in all modern industrial establishments, we are beginning to examine the scrap heap, to discover how much of the loss has been due to poor materials and how much to poor workmanship, how much to real structural defect and how much to inability to

determine what should be manufactured. These investigations have shown that although there are many instances in which wastage has been due to organic structural defects, there are many other instances in which the raw material was of standard quality, but it was improperly tempered, or it could not be fitted because of variations in length, thickness, or some other characteristic produced during the course of its factory journey.

Leaving the analogy for the moment we may say that it is these things that have called our attention to educational procedures. We recognize that there are social misfits and social outcasts. How many have been scrapped because of defects of endowment and how many because of defects of adaptation, or education, are questions that vitally concern us because they involve the concepts of education and educational methods.

We know that poor natural endowment results in misfits. We know that however hard we work over the shaping of those with little endowment they are crude kinds of metal which all of our special tools and processes cannot fit into some parts of the social machine. We call these individuals feeble-minded. We have been unable to make of them hair springs, we must be content to use

them as reinforcements and supports. We also know that even though natural endowment or inherent qualities are good some individuals have been tempered too hard or too soft, or they have been fitted into a part of the social machine where friction wears them down or overheats them. These are the maladjusted, the crotchety, the irascible, the depressed, the indifferent, who float from job to job, never working smoothly into the machine.

The problems of the adjustment of the feeble-minded have been reasonably well solved, although not always followed—segregation or elimination of those who cannot be fitted into society because of antisocial tendencies, and the utilization of the others in jobs which require slight skill and less intelligence. We are beginning to understand the importance of getting adjustments for the other maladjusted group, those who cannot get along. We are beginning to realize that their defects have been largely due to post-natal conditions, to inadequate methods of molding or forming the attitudes or dispositions. And when we study the individuals of this class carefully we discover that the first few years of extra-uterine life are usually those which gave origin to their main ill-adapted affective or attitudinal relations. It is in the first two or three years that these individuals failed to acquire the fundamental relations to home and the things in it, to parents and to school, to the police and to visitors, to color and form and sounds, to odors and tastes, and to authority and law. We are at the threshold of realization of the importance of the formation of attitudes.

We are passing, we may have largely passed, through the period of exclusive

consideration of the infant from the physical side. It has perhaps been important that there was the insistence on weighing and measuring the infant and his food, on his sleep and on his waking periods. Doubtless it has had value that perfection in the infant has been judged because of his weight and height, the time of the eruption of teeth, and the average time of appearance of crawling and walking movements. Perhaps also it has been valuable that physical averages have been magnified rather than individuality.

These exaggerations of the importance of the physical have special value because we are certain to make better use of our knowledge of individuals. Because of the exaggeration of the physical we are also beginning to emphasize the importance of the mental, and if the pendulum of endeavor swings more in the mental direction than some think is proper, it will have served a purpose in broadcasting the importance of that side of the child and in making it more generally understood.

It is only within a very few years that we have been studying the origin of many of the most important elements of child life. For much longer we have had tabulation of a few of his behavior activities and of some obvious anatomical characteristics, but we now have a beginning of a series of observations on a more important side of child nature, in his relation to society. We have some knowledge of how and why of infant and child emotion and attitude. We know something of the way in which fear reactions arise, and we know something of the overpowering effects of these fears. We also know how in later years these fears develop, or degenerate, into dislikes, antagonisms, and exaggerated

phobias. We are also beginning to understand how rapidly the newborn child learns and how much he learns. We are beginning to appreciate that many of the so-called instincts of the child are reflexes which are quickly modified because of experience, and we are also beginning to see that the first extra-uterine months of life are marvelously important months of rapid and varied learning.

At birth the baby cries when it is acted upon by painful stimuli or when it is shocked by conditions which differ from the protection of the mother's uterus. The first cries are reflex, but it takes a very short time for the child to learn to cry because of things which do not immediately cause pain or discomfort. Shortly after birth, touching the region of the mouth with the finger when the child has not been fed for several hours will cause him to turn the face toward the stimulating finger and begin sucking movements. If the finger is not put in his mouth he may whimper and cry. Later, if the baby is bottle fed, the instant a bottle is shown he begins to squirm, and if the food is withheld for a short time a tantrum may result, with crying and extensive squirming movements of all the body musculature. If this procedure of showing the food and withholding it for a short time is followed for a few days the period of smiling and initial squirming does not occur, but the vigorous crying and widespread convulsive movements occur as soon as the nurse (even without the bottle) comes into sight. These changes in the child's activities due to the sight of the nurse have been quickly brought about. They differ markedly from those of a reflex character, and they are paralleled by changes in reaction to

many other stimuli. For almost every situation there can be a rapid replacement of the usual or normal activity by one which is affectively conditioned or emotionally dominated.

The first few years of life are the most important for the formation of sensory and motor reactions as well as for those that are affective. Many of these reactions help to determine the characteristics of the later years of the individual. It takes little time to develop some of the most salient adult characteristics. Right- or left-handedness, or ambidexterity, is determined by apparently slight conditions. The way in which the infant is held, the way in which food objects are presented to him, the manner of handing to him toys or eating utensils, all have an important bearing upon the use of one or the other hand, probably more than the later admonitions to use the right hand and "give the lady your other hand." A few days suffice to teach the young child to eat boiled eggs with sugar seasoning rather than the salt which most of us think is better, and to eat stewed prunes with salt rather than with the sugar which we consider to be the correct accompaniment.

Our later judgments of right or wrong are often based on our early experiences of combinations of circumstances. When we think of many combinations besides food we are influenced entirely by what we have learned early in life. Note, for example, the attitude of many regarding the lip stick, powder puff, short hair, and scanty clothing of our young women of to-day. If the child has not experienced sugar with prunes and salt with eggs, these combinations are not normal for him. We have a happy egoistic way of thinking that

we are better trained, for we say "the child knows no better." In many ways, in selecting the food combinations we do, we know no better, and this is evidenced first by the difficulty we have in overcoming food habits, and the greater difficulty we have in forming new food habits. Recall for an instant the disgust some people exhibit when one talks of eating frog's legs, snails, ants, grasshoppers, and the like. Our food taboos are largely for those things which we as infants have been taught to leave alone, and which we have been taught are unfit for food. Note how easy it is to get a child antagonistic to highly flavored cheeses, and how difficult it is for the adult to break down the effects of the early training. Food reactions are largely learned in the first three years of life, and preferences and dislikes formed during these early years remain with the individual until his death, unless extreme hunger or social ostracism intervene to change them.

During the same formative years, more truly formative and fundamental than any corresponding period that succeeds, individual relations and reactions to other elements in the environment are acquired. Consideration for others replaces the exclusive egoistic self-preservatory nature of the infant, and many of the social conventions of care for the body and special reactions to people become fixed. If in these early years learning does not proceed to these social goals the child, subsequently the adult, remains outside of the social sphere and is unadjusted.

If, therefore, education is to be effective it must be pushed back actively to the beginning of extra-uterine existence, because the foundations of the later

social reactions, or habits, of the child must be laid in accordance with the religious, social, industrial, political, and intellectual ideals of the time. If the foundations are not well constructed, the later life will either not be properly builded, or it will be in the form of a bizarre structure, which however artistically combined will not withstand the stresses of social wind, rain, and earth tremors. The sensory, motor, and emotional reactions acquired during the pre-kindergarten period subsequently result in social or unsocial attitudes. They truly bring about adult behavior, good or bad, the reason for which is often unrecognized or undetermined. In the adolescent or the adult the childhood reactions develop into mental stability or disturbance, criminality or social service, unhappiness or success, the feeling of ability or failure, the ability to cope with the world or be defeated by it, depression or happiness, indifference, aloofness, or dynamic interest, egoism or altruism. They also develop into preferences for occupations or antagonisms to them. They result in likes and dislikes for other people with special physical characteristics, beards or white hair, high or low pitched voices, light or dark clothes, and the like.

If it be true that all education resolves itself into taking the individual with his natural endowment—his reflexes—and so modifying these reflexes that they shall have social value, our educational problems are simple in formulation. The solutions are more difficult. This is because we must deal with the natural endowment of the individual and we must also determine how his reflex tendencies may best be altered to harmonize with social ideals. Neither the natural endowment nor the

means of altering the original tendencies has been studied sufficiently so that we know in any one individual how best to bring about the desired educational result. Our procedures have been based largely on tradition. They have also been based on the idea that we are to deal with the normal child, however he may be defined. Usually when we have thought of defining the normal we have thought in terms of weight and height, and of prepared tables of these and other physical constants. Such apparently simple social matters as the use of common words by the child we have little or no information about. We teach a child to say "cat," but how many times must that word be heard by the child before he tries to say it, and how many more times must it be repeated before he learns to say it so that some one other than his nurse or fond parents can understand what he is trying to say? Tables have been prepared giving the vocabulary of children at different ages, but no one has told us how slowly the young child learns his first word, how many times the auditory stimulus must be repeated before he can say it independently, and no one has shown us whether or not as his learning progresses it becomes increasingly easy for him to acquire facility with one hundred words in the time it formerly took him to get one or ten. Studies such as these would give an insight into some of the most important problems of learning, and to them might be added those of the learning of sex meanings (in a very general sense), of the meaning of mine and thine, of give and take, and of many other social conventions.

Not that I advocate the publication of averages for our guidance, rather the reverse. We have been so overwhelmed

with tables of physical averages that we try to beget averages. And after the average is born, parents, nurse, and the teacher combine to keep the average within what supposedly sane people consider to be safe limits. Sub-averages or weaknesses are deplored; they are often considered to be a visitation of Providence, as a punishment for the sins of the forbears, or they are glossed over, or not infrequently they are considered a means whereby God tests the teacher's or the parents' right to future heavenly bliss, where all will be the same and where there will be no deviation from the average. On the other hand, the supra-average child is fitted with stock educational pants, coat, shirt and shoes, when often he should be wearing moccasins or an evening suit. We do these things in ignorance, not in malice. We do them because we are governed by tradition, and because we say our educational creed in much the same manner as many say their prayers. We frequently use the words, "Education is to fit the child for life," but we go to the class room and demand that the twenty or thirty varied individuals there shall learn the same lesson in the same length of time.

Education is to fit *the* child for life. This means that the individual child with his special natural endowment, however much he may differ from other children, must be the object of concern. When we consider what is meant by life we realize that we mean the whole of the environment and our ideals. This environment has considerably broadened during the past century. It no longer means the home and the few people in it, with the simple furniture that is required. The environment has been extended to include the whole

world, the mountains and the sea shore, China and South America, political changes throughout the world, the movies and music, and newspaper accounts of happenings of all kinds in all climes. All of these things come within the environment of the infant. All of them influence him, and to all of them he must be adapted.

With the broadening of the environment there has been a gradual increase in the requirements of business and professions so that the period of infancy, as John Fiske has called it, has been much increased. The average age of entrance to college has been increased by at least two years in the past half century, and the period of preparation for a profession has more than doubled. This increase in the period of dependency has not been without value because it has attracted the attention of the many. It has called attention to educational procedures and it has changed them. The principle of apprenticeship which was largely in abeyance for a number of years is becoming extended both in professions and business. Business and professions are also being opened to women. In some places women are being recognized today to have natural endowments beyond those of wielding a broom and working on a scrub board, which endowments may be utilized to the advantage of the community as well as to themselves.

These changes, the widening of the environment, the increase in the requirements for a successful career, and the opening of many occupations to women have been largely responsible for the consideration of the pre-school child and his make-up. We have wondered what natural endowments are required for the occupations of the world. We

have also questioned whether or not life could be better prepared for by dealing more adequately and intensively with the mentally-wasted years immediately after birth. In most places the beginning of formal training has been fixed at the fifth or sixth year, but it was not very many years ago that the period was beyond these points. It was thought that the child was psychologically too immature to be trained in well recognized social activities. Through our educational failures, however, we have come to recognize that the pre-school years are psychologically all important. If the child is permitted to grow as he can, if he is not inclined in the direction in which he should go, he forms habits of thought and action which must later be replaced by those of a better socialized character. Many of his self-formed habits are ineffective and unsocial. Later educational efforts must be directed to overcoming these ineffective and unsocial habits, and both time and energy are lost in the processes of replacement. Sometimes the earlier habits have become so firmly fixed by the time that he reaches the school that only the most heroic educational surgery will suffice to get the child back to a reasonably normal condition. We have also discovered in our investigations that the affective adjustment of the child is important. These emotional reactions are mainly produced in the first few months of the child's life, and they often remain with him for years to influence every action and every thought.

We have come to a better understanding of the infant. We know that he is not the soft, suggestive cadences of the finished adult nocturne. He is the staff into which education places notes in new series, making a social service

oratorio, a professional symphony, a business jazz, or a criminal discordant medley. When we truly know, and this means when we realize in practice, that the beginning bars give the melody of the work, we shall understand the importance of a proper beginning. After the key has been determined, it may be changed. After the primary melody has been set it may be altered. We know, however, that alterations in key or melody require much more skillful treatment to bring about a harmonious whole than if there is a good beginning followed through. If changes are made, we frequently find the life one of tone combinations which exhibit no theme, but perhaps a series of discords or a disjointed medley. It is well, therefore, to keep constantly before us the need of the child and the right of society for harmony. To produce harmony is the object of educa-

tion, harmony of adjustment of the individual to his environment and harmony of action of groups.

We have recently passed through a series of world discords, due to racial prejudices and antagonisms. If we are to prevent a recurrence of a similar series of discords, we must begin to harmonize our infants to life conditions, to duties, responsibilities, and opportunities. When adjustment is made early, less re-adjustment will be required later in life. Much of our present day education is consumed in the process of re-learning, because of the early formation of habits, fears, prejudices, and other affective reactions which hinder progress. When we shall have adequately dealt with the infant he will be trained emotionally, as well as intellectually, and this training will bring about better adjustments, not only of individuals but of nations.

"Teaching is an intensely personal thing. It ought not to be standardized, indeed it cannot be. Nothing can be more fatal to the success of a teacher than an injunction to use some one method to the exclusion of all others.

"To teach is to lead, and no one can ever be a good teacher who does not have the essential qualities of leadership. And whether he can lead more effectively by one method or by another depends upon the nature of the subject, the maturity of the pupils, the personality of the teacher, and a half dozen other factors which vary from one classroom to another."

Music Department

GRACE WILBUR CONANT, Editor

FATHER'S JOY

HERBERT SCHOLFIELD

Vigorously, and not too fast

GRACE WILBUR CONANT

'Tis fa - ther's joy To have his boy Try hard to be a man,

The first system of the musical score for 'Father's Joy'. It features a vocal melody in the treble clef and a piano accompaniment in the grand staff (treble and bass clefs). The key signature has one flat (B-flat), and the time signature is common time (C). The lyrics are written below the vocal line.

And do what's right With all his might In ev - ery way he can.

The second system of the musical score. It continues the vocal melody and piano accompaniment from the first system. The lyrics are written below the vocal line.

Postlude, for rhythmic movements

p

poco rit.

The postlude section of the musical score. It is a piano piece in the grand staff. The first system begins with a piano (*p*) dynamic. The second system ends with a *poco rit.* (ritardando) instruction. The piece concludes with a double bar line.

National Council of Primary Education

FRANCES JENKINS, EDITOR

Editor's Notes

THIS month will find us fore-gathering in Washington at the new Mayflower Hotel. Delightful as was the Cincinnati meeting last year, there is every reason to expect an even more inspiring occasion this year. Disappointment came to some last year because they did not order luncheon tickets in time. Get your tickets as early as possible.

A crying need in our work with little children is for more adequate scientific studies of their oral language. There is improvement in the opportunities we are giving them for practice in oral expression in the modern free atmosphere, but we know too little of the way they can rise to an occasion, or suffer from lack of language fitting their needs.

Rose is nearly five. The family were moving, and she had been allowed to lunch at the home of a little playmate. The mother and brother had lunch at another neighbor's. Their hostess answered a knock at the door and found Rose and her playmate, a very troubled expression on Rose's face. With evident effort to meet the situation she said, "This is the way it is. We are going to move to Dayton, and I haven't any idea where my mother is. We've looked everywhere except in the

cellar." The implication was that the mother had left her behind.

Do little children often feel the need of such an introductory sentence? Could a better one have been used even by a grown-up to attract attention to an important happening? Is "I haven't any idea" an unusual expression for a youngster? "Except" is quite an advanced word.

An eight-year-old whose mother had taken a position as critic teacher was quite bewildered one day as she turned the class over in turn to the physical training teacher, the drawing teacher, and the primary supervisor. On the way home he said, "Mother, I want to ask you something but I don't know how to say it." "Try to say it and perhaps I can help you," answered the mother. "Well, who's *It* over there anyway?"

How many children have something to say but lack the language for expressing themselves? What is lost when this happens? Perhaps some of you teachers can send us other instances carefully analyzed of the child who meets a language situation with unusual success or with tragic difficulty.

"Women and children first" is a slogan which has been emphasized for some years as indicating the attitude

of Americans. There is abundant evidence that so far as children are concerned this consideration is limited to physical relationships. Only too frequently does one see the feelings of a child sacrificed because of lack of understanding by the adult.

A three-year-old was having evening dinner at a neighboring restaurant in company with her parents. Her food was well-chosen, and she had been provided with a high chair. After a while her glass of milk slipped to the floor with a crash and a splash. The mortification of the parents expressed

itself in blaming the child; her fright was not noticed by them. The waiter tried to comfort her but not the parents. There seemed danger of her getting no dinner as the nagging continued.

An elderly mother who was leaving stopped a moment at the table. "We have two mottoes at our house for such accidents," she said. "'Never cry over spilt milk. Wipe it up'; 'Never cry over spilt milk. Strike the cow for more.'" The mother of the child laughed and her embarrassment was forgotten. The child finished her meal in peace.

Our County Fair

MARTHA MORSE, Associate Director in Sixth Grade

One of the earliest creative enterprises that has developed in the Francis Parker School in Chicago through the twenty-five years of its existence is the annual autumn festival known as the County Fair. It has continued through many phases and has endeared itself to students, faculty and parents. It is especially valued because it seems to foster that interplay of individual and social stimulation for the good of each that this school prizes. The whole enterprise is based on that form of creative activity that finds expression in "hobbies," and there is nothing more socializing than hobbyism, as anyone who has ever tried it can testify.

When the school was young, with only a handful of children in each grade, two of its extra activities were especially popular. They were the school garden and the animal pets kept by each grade. These were true grade hobbies, and it is an essential element of such activity that there be someone to whom one may show his results.

Since all the children were engaged in the care of the garden and pets they could not be entirely satisfied with showing their results to each other, and the faculty saw too much of the daily procedure to be satisfactorily impressionable. The parents were the obvious audience. So it came to pass that a day was appointed in the fall when the garden crops were harvested, and the parents were invited to come. The children found new pride in the work of their hands, in the crops which they had labored over and finally brought to triumphant maturity. The school pets were explained to the parents and the children had brought for the day their home pets of every description—dogs, cats, birds, goats, ponies, chickens, etc. In the Morning Exercise¹ the parents were told of the

¹ Note: The Morning Exercise at the Francis Parker School is a thirty-minute period in the daily schedule when the whole school gathers in the auditorium for the purpose of exchanging valuable experiences. These experiences may

world crops which some grade had studied, the children of each grade explained their experiments in crop growing and showed their achievements. All the pets who knew tricks were exhibited and the day was one of special delight and interest to all concerned. The event was christened "The Francis Parker County Fair" and was destined to become an annual festival.

New features began quite logically to develop. In a play spirit the customary appraisal and recognition of merit which is associated with the County Fair, the bestowing of the Blue Ribbon for successful achievement, became a part of the fair and judges were accordingly appointed. The children soon came to understand that *effort* and *care* counted, rather than achievement alone in such recognition. From year to year interest waxed keener, the pop-corn crop improved through experiment, the chickens under careful tending laid their maximum number of eggs.

But the school was growing larger; the playground demands increased, and it was becoming more difficult to find space to keep the animals for each grade. The garden allotment also had to shrink. Thus grade hobbies were obliged to take a smaller area and today the only live animals left to the school are the chickens, doves and fish.

But the impulse behind the activity endured, and the children were advised to use it under the freer conditions of the summer vacations. Before the close of the school year plans were made

have been gained in the class room, at home, during the summer vacations, or anywhere.

See "The Morning Exercise as a Socializing Influence," F. W. Parker Year Book.

in each grade for the exercise of creative imaginations, for hobbies, and for all kinds of private enterprises the results of which should be given place on the exhibit tables at the County Fair in the fall. Parents and alumni were invited to join their forces with those of the children. All the elements of the old Fair were kept in diminished form, and new, vital ones were added. Whereas in the old days of the coöperative garden the audience had to be sought outside the school, now each exhibit was new to most of the students. They admired and criticized, and resolved to work out some of the ideas gained. Some had learned to make bread, cake, candy, to can fruit or make preserves. All forms of achievement in sewing were presented; art expression in the form of water colors, photographs, clay modeling, basketry and weaving; collections of every description came in, stones, butterflies, insects, stamps, coins, flowers, armour, boats of all kinds and sizes, radio sets and models for toys to be made in the Christmas Toy Shop. All the children of the school brought their live pets and the little girls of the first grade their dolls. In fact every hobby and interest, from the youngest to the oldest, found its way to the County Fair exhibit.

Of course each child was no longer represented as in the old days, and that could only be sincerely regretted, but those who had nothing to exhibit volunteered "service." Some offered for sale at the Fair the things they had made and all the money made in this way went to the Thanksgiving Relief fund, especially for the mending of shoes. Often more than a hundred pairs of shoes were re-soled and made as good as new.

In the year of the 1925 Fair the majority of the children of the school participated in some way. Since the 1925 Fair seems one of the most successful ones ever held, a short description will perhaps show best how the idea has broadened and what measures have been adopted for its administration.

Active preparation in the school began only a week before the actual date of the Fair. The faculty co-operated as heads of the various departments and the children brought their collections and work to these departments.

In awarding the blue ribbons the grade group examined carefully the work to be exhibited, criticized it and recommended the award of the blue ribbon. In entering their exhibits each child was given two slips. One was for listing each entry and the other for giving the history of the entry.

Entry Slip

| | |
|---------------------------------------|------------|
| <i>Parker County Fair</i> | |
| I wish to bring for exhibit this year | |
| | |
| | |
| The pet I shall bring is..... | |
| | |
| Name..... | Grade..... |

History Slip

| | | | |
|--|------------|------|--|
| <i>Francis W. Parker School</i> | | | |
| <i>Detailed Description of your Exhibit</i> | | | |
| Name..... | Grade..... | | |
| Who made it? | Where? | How? | |
| When? | | | |
| Tell just what part you did. | | | |
| Are there any additional facts we should know in order to appreciate it? | | | |

These entry slips were filled in by the children, returned to the department

head, and here they were sorted and classified in order that adequate exhibit space might be provided.

The History of Exhibit slips served two purposes. One grew out of the realization that the most interesting part of an exhibit might not appear on the surface and therefore the history was useful in awarding the blue ribbons; and second, these History slips gave a basis for selecting interesting material for the Morning Exercise of the day. For instance from these slips the teacher might fairly judge which stamp collector had an adventurous tale to tell and which was merely handed down by an older brother and pasted in by the pseudo-collector; or which boy was interested enough in his ship model to find out about its period and uses, and which merely accepted it as an expensive gift to be shown off. The children's instinctive desire to explain their offerings makes the County Fair Morning Exercise a delightfully real experience.

On the day of the Fair, October 16, 1925, the skies were anxiously scanned. Was it too cold to exhibit the thirty-five precious dogs and other pets outdoors? It was! But they were not expected until noon and in the meantime the New Gym is transformed into an up-to-date (?) Zoo.

The justification of the Fair is apparent from the first morning hour. The keynote is spontaneity and joy and the problem of the day for the Faculty is one of control—never of stimulation. School is held, almost as usual, until 1:30 o'clock. In each grade room at 9:00 o'clock there is the opening patter and chatter as the prized possessions are brought in by their owners and unwrapped and exclaimed over. Then follows a hush

while the grade is called to order—and relief, when, necessary routine over, attention can be abandoned for the fascinating but serious problem of awarding blue ribbons. This over, each cherished entry is carried by its owner to the place in the gymnasium assigned to its like.

The enthusiasm continues to rise with the ringing of the bell for Morning Exercises. When all are assembled the representatives of the different grades hold the floor in turn. Attention is keen as Donald from the ninth grade explains the complicated loom he constructed from a "Meccano" after visiting a mill last summer. Everyone listens, too, while Barbara from the third grade, pointing to a ship model in a glass case, explains in her slow, sweet way, "My great grandfather carved this boat himself. He had very large hands. So you will be surprised when you see

what fine work he did." There are so many interesting histories that they cannot all be crowded into the time allotted, and eighth grade Barbara must cut short her description of catching moths by lantern light.

It won't be long now until one-thirty, and even this short time is broken by the exciting arrival at noon of the animal pets and the awarding of their blue ribbons. Every dog is a prize dog in the eyes of his owner and every dog who had a child's personal daily care is honored by an appropriate decoration.

Finally the clock points to the Hour. From now on one has only to abandon himself to the festival spirit and there is continual exchange of merriment and fellowship and service.

At 4:00 o'clock it is all over. Quiet reigns, and another successful County Fair Day belongs to the history of the school.

The world stands out on either side
No wider than the heart is wide;
Above the world is stretched the sky,
No higher than the soul is high.
The heart can push the sea and land
Further away on either hand,
The soul can split the sky in two,
And let the face of God shine through.
But East and West will pinch the heart
That cannot keep them pushed apart.
And he whose soul is flat—the sky
Will cave in on him by and by.

Edna St. Vincent Millay

Preparation of Teachers in Teachers College of Kansas City

Part I. Organization of Work in College

G. W. DIEMER, *Director*

THE Inspector of the North Central Association of Secondary Schools and Colleges in his report to the association regarding his visit to the Teachers College of Kansas City made this statement:

"A very thorough and excellent organization characterizes the Teachers College of Kansas City. No effort is made to do strange, unique, or unusual things, unless it is unusual to have a singleness of purpose and to be working faithfully at the accomplishment of that purpose. The one purpose of this college is the thorough preparation of teachers for work in the elementary schools of Kansas City."

The school represents one of the newer city training institutions of the country. It is a part of the school system and is under the control of the Board of Education. The salaries of instructors are paid from a state appropriation. Begun in 1911 as a one year high school course, it has gradually grown in the scope of its work until today it is a standard college affiliated with the North Central Association. During the present year the school has enrolled 1547 students, distributed as

follows; regular session 305, summer school 384, senior college courses for teachers 858. The purpose of the school is twofold; namely, to prepare new teachers for the elementary schools of Kansas City, and, to offer senior college courses for teachers in service.

This article is concerned only with the courses offered for the preparation of new teachers. It should be stated, however, that the senior college courses have gradually grown in favor with the teachers of the system, each year a larger number enrolling in the afternoon and evening classes. Many teachers become applicants for diplomas. Up to the present time the College has granted no diploma higher than the ninety-hour, although it is the intention eventually to place the institution on a full four year basis.

Until the past year the regular course was two years in length and upon its completion a sixty-hour diploma was issued to the graduate. Because of the increasing number of new students entering with sixty or more hours of college work elsewhere, an advanced course was organized this year. This course may be completed in one year by students who enter with the equiv-

alent of graduation from a standard junior college. The course is composed of intensive work in psychology, education, observation, and practice teaching. This course is to be expanded to two years and upon its completion a one-hundred-twenty-hour diploma will be issued.

As has already been indicated the purpose of the regular session of the college is to prepare new teachers for the kindergarten and elementary schools of the city. The curricula include kindergarten-primary, upper-primary, intermediate grades, and upper grades, with opportunity for some specialization in art or music for those who have special ability and interest. As most of the readers of this article will be interested primarily in the kindergarten phase of the work, the curricula for that work is outlined on page 292, and will serve to illustrate the plan of training being used. The other courses are similar, the intermediate and upper grade curricula giving somewhat more attention to professionalized subject matter courses and less to theory.

The story of what happens during the two years is illustrated by the curricula. As will be noted the two years are divided into eight quarters. During the first quarter all students carry the same work. The only course in education included is *Introduction to Education*, which has a two-fold purpose: first, to give to the student a survey of the whole field of education, with special attention to the materials and outcomes of teaching; second, to help the student select the teaching field for which she is best suited. Along with this work observation lessons are given in the kindergarten, in each grade of the elementary school, and in various

special schools of the city. At the close of the first quarter each student, with the advice of the faculty, elects the course she desires to pursue during the remainder of the two years.

Beginning, therefore, with the second quarter the students are divided into groups according to the grade of work for which preparation is being made, and an intensive study is begun of theory and methods. In the curricula for kindergarten-primary, the theory work includes methods and observation, kindergarten-primary materials, and play in education. During the first five weeks of the methods course a study is made of the learning process and principles underlying method. During the second five weeks these principles are applied to the teaching of language and number work, and during the third and fourth quarters to reading, phonics, and nature study. Throughout the course weekly observations are conducted in the demonstration school. During the fourth quarter opportunity is given for each student to teach at least once during the quarter. This is done in part to give the student an opportunity to apply the theory and methods which she has gained. It serves also as a test of the student's ability to take training and as a test of natural aptitude for teaching. The work with materials which accompanies the course in methods throughout the second and third quarter could properly be called constructive activity. This part of the course is planned to give actual experience in the use of materials in the kindergarten and lower grades, including the use of blocks, paper, clay, plasticine, etc., and emphasizing also the use of waste material, such as cardboard boxes, and orange crates.

OUTLINE OF CURRICULA

The two numbers following the title of the course indicate hours per week and credit in semester hours. Thus, "2-1" means that the class meets two hours each week and that the credit for the quarter is one semester hour.

KINDERGARTEN-PRIMARY

Each student entering the kindergarten-primary course will be required to pass a proficiency test in the playing of kindergarten music on the piano before she will be graduated.

Junior Year

| FIRST QUARTER | SECOND QUARTER | THIRD QUARTER | FOURTH QUARTER |
|--|---|---|---|
| A1 Composition.....2-1 | A1 Composition.....2-1 | A2 American Literature...2-1 | A2 American Literature...2-1 |
| A21 Biology.....7-2½ | A22 Geography.....3-1½ | A22 Geography.....3-1½ | A24 Nature Study.....5-2½ |
| A31 Psychology.....3-1½ | A31 Psychology.....3-1½ | E11b Methods and Observa- tion.....3-1 | E11c Methods and Observa- tion.....3-1 |
| E1 Introduction to Educa- tion.....4-1½ | E11a Methods and Obser- vation.....3-1 | E21 Kg.-Pri. Materials.....2-½ | E23b Play in Primary Educa- tion.....2-1 |
| | E21 Kg.-Pri. Materials.....2-½ | E23a Play in Primary Educa- tion.....2-1 | A42 Art.....2-½ |
| | A3 Juvenile Literature.....2-1 | A3 Juvenile Literature.....2-1 | A52 Music.....3-½ |
| | | A42 Art.....2-½ | A62 Health Education.....2-½ |
| A41 Art.....3-½ | A42 Art.....2-½ | A52 Music.....3-½ | A63 Phys. Ed.....1-½ |
| A51 Music.....3-½ | A52 Music.....3-½ | A62 Health Education.....2-½ | E81 Penmanship.....1-0 |
| A61 Hygiene.....2-½ | A61 Hygiene.....2-½ | A63 Phys. Ed.....1-½ | |
| A63 Phys. Ed.....1-½ | A63 Phys. Ed.....1-½ | E81 Penmanship.....1-0 | |
| Totals.....25-8½ | 23-8½ | 23-7½ | 21-7½ |

Senior Year

| FIFTH QUARTER | SIXTH QUARTER | SEVENTH QUARTER | EIGHTH QUARTER |
|---------------------------------------|-------------------------------------|---|---|
| E31 Methods and Participation.....7-3 | E51 Teaching.....15-4 | E51 Teaching.....15-4 | E2 Principles of Education.....3-1½ |
| A4 Public Speaking.....2-1 | E4 Management.....2-1 | E4 Management.....2-1 | A4 Public Speaking.....2-1 |
| E71 Teaching of Citizenship..5-2½ | E41 Technique of Teaching..3-1½ | E41 Technique of Teaching.3-1½ | A14 Sociology.....3-1½ |
| E61a Tests and Measurements.2-1 | E61b Tests and Measurements.....2-1 | E65 Measurement of Intelligence.....2-1 | E3 History of Education..5-2½ |
| A56 Music.....1-½ | | | E65 Measurement of Intelligence.....2-1 |
| A45 Art.....1-½ | | | A56 Music.....1-½ |
| A64 Phys. Ed.....2-½ | | | A45 Art.....1-½ |
| Totals.....20-8½ | 22-7½ | 22-7½ | A65 Phys. Ed.....2-½ |
| | | | 19-8½ |

(For a practical illustration see Part II.) The work in play in primary education which starts the third quarter and runs for twenty weeks includes a study of the child's spontaneous playing out of every-day activities, such as playing house, store, and fireman, with emphasis on the utilization of these play activities in meeting the objectives in the kindergarten and lower grades. (See Part II.) Some time is spent on the study of plays of physical activity, including rhythmic play in the kindergarten. Playground activities are not included in this course, but in the courses in health and physical education.

During the fifth quarter, which is the first quarter of the second year, the methods work is continued and actual participation in teaching and management is begun. Each student is assigned to a training center for one-half day each week. The aim of this work is to familiarize her with class room procedure and management, to the end that she may be ready for responsible class room teaching at the beginning of the practice period. During the one half day she is in the center she does much of the managerial work, such as handling the supplies, assisting in the making out of reports and the keeping of attendance records, and adjusting light and ventilation. She also observes teaching by the room teacher, assists in group work, makes out lesson plans, and near the close of the quarter begins some actual teaching.

Practice teaching begins the sixth quarter and continues for twenty weeks. Two student teachers are assigned to each training teacher. Under the schedule now being used they remain with her all day Monday, Tuesday, Wednesday, and one half day on Thurs-

day, returning to the College for the paralleling courses in technique, management, and tests and measurements for one half day on Thursday and all day Friday.

The practice teaching is carried on in regular rooms in the city schools. During the present year sixty-four centers have been located in twenty-seven of the elementary schools of the city.

The training teacher, or director of practice as she is termed, is selected because of her personality, professional qualities, and success in teaching. She is looked upon not only as a regular teacher in the building where she is working, but as a member of the faculty of the College. In order that she may be thoroughly informed as to the work in the College, and that there may be oneness of purpose both in theory and in practice, frequent conferences of the training teachers are held. Round-table conferences are conducted by the method teachers on supervision, lesson planning, methods, technique, and management. The general direction of practice teaching is in charge of the Student Teaching committee of the faculty of the College. This committee is composed of the method teachers and the Director of the College, who acts as chairman. All of the members of the faculty, however, do some visiting in the practice centers. The purpose of such visitation is, first, to keep the instructor in the College in touch with the problems and the procedure in the schoolroom so that she may detect weaknesses in her own work; second, to do some supervision in her particular subject or subjects. Each member of the faculty after such visitation files

a card in the office giving her criticisms and suggestions. When the student returns to the College she is expected to see each instructor who visited her during the week. In order that there may not be too much visiting in the centers the practice schools are divided into groups and a schedule arranged so that the training teacher and the student teacher may know when to expect visits from members of the faculty.

That each student may have the broadest possible training the work is so organized that she does practice teaching in two or more grades. For example, the student who teaches in the kindergarten during the sixth quarter teaches in first or second grade during the seventh quarter, or a student who teaches in seventh grade during the sixth quarter may be assigned to fourth grade during the seventh quarter. Very frequently changes are made at the end of five weeks. The intention is that those who are training for kindergarten-primary work shall be able to teach in kindergarten or first, second, and third grades. Each director of practice makes a report at the end of each five weeks, that is, she makes four reports during the twenty weeks, two for each student teacher assigned to her. The report blank in condensed form follows:

TRAINING TEACHER'S REPORT

Practice Teaching of Miss.
for the..... quarter, 19...
(Signed).....

Elements of Strength

Elements of Weakness

Estimates

(In a few words indicate your estimate under each point.)

1. Personal Qualities
2. Social and Professional Qualities
3. Administrative Qualities
4. Teaching
5. Results
6. General Rating

Recommendations and Remarks

Attendance Record

Days Absent....Times Tardy....

The eighth quarter is largely a summarizing quarter, during which time the students are doing all of their work at the College. It includes, among other courses, principles of education, history of education, and one hour each week is devoted by each student to collecting material and bulletins and preparing plans for the opening of the year's work in the grades to which she may be assigned as teacher the following September.

Under a plan adopted by the Board of Education two years ago the work of the College is practically extended through the first year of teaching, which has been termed the period of Probationary Service. The graduates of the school are recommended to the Superintendent and the Board of Education for appointment. They are appointed on a provisional contract for one year or longer. During this time they are under supervision from the College. In order to carry out this program of supervision field supervisors have been assigned to this work, which has four phases: (1) visitation, (2) demonstration teaching, (3) individual conferences, (4) group conferences. The most important phase is no doubt the demonstration teaching for those who need assistance, and the individual conference which precedes and follows. One group conference a month is held at

the College, for which a very definite program is outlined. The problem considered in an intermediate-upper grade conference will serve to illustrate. The field supervisor in these grades had discovered that the probationary teachers were having some difficulty in the teaching of geography by the problem or project method. A lesson was given for the purpose of demonstrating how to lead the children to discover a worthwhile problem. After the problem had been agreed upon, suggested solutions were formulated and assignments made for the work which should follow. After the children were dismissed bulletins which had previously been prepared were passed out and a round table conference held. During the month following the conference the field supervisor for the intermediate upper grades assisted the probationary teacher in her geography work by giving demonstration lessons in the schoolroom when desired or necessary.

While the supervision is largely in the hands of the field supervisors it is under the direction of the Probationary Teaching Committee of the College Faculty, which is made up of the Student Teaching Committee, the field supervisors, and the Director of the

College as chairman of the committee. At the close of the year the Probationary Teaching Committee files reports in the Superintendent's Office making recommendations as to the success of each probationary teacher during the year. If she has not been successful and has not shown sufficient growth the recommendation is made that she be continued on probationary service for another year, or, in extreme cases, that she be dismissed from the system.

In an article which will follow next month, Miss Nellie M. Storms, Director of Practice in the Woodland Demonstration School, describes the types of work in which the student teachers participate in kindergarten. Perhaps this project is more pretentious than the ones usually attempted in the training centers, but it nevertheless illustrates the nature of the training being given. So far as the writer knows, in no other teachers college in the country is the training so closely connected with actual practice in the schoolroom. Kansas City is training its future teachers largely by making the schools of the city laboratories in which the student teachers are having an opportunity to employ the best and latest that is known in methods and in practice.

Live while you live, life calls for all your powers,
This instant day your utmost strength demands,
He wastes himself who stops to watch the sands
And, miser-like, hoard up the golden hours.

—William Henry Hudson.

Class Projects in the First Grade

BEATRICE A. DIGNUS

Teacher Kindergarten Extension Class, New York City

III. The Post Office Project

ONE of the most interesting projects conducted at P. S. 49, the Bronx, was the post office project, during the month of February.

The aim of this particular project was to give the children an understanding of the interdependence and coöperation of our community helpers. The children were enabled to study the process and method of writing and delivery of letters and post cards. Opportunities were supplied for frequent use of the different number combinations.

The method used in evolving the project was the erection of a miniature post office. The children offered suggestions for the setting up of the post office. A victrola box was obtained from a nearby store, to be used as the postal clerk's "cage." A window was cut in the front, a shelf placed on the inside and outside of this window, the back of the box opened for a door, and a slit made on another side was labelled "letters." A box was nailed inside this slit to receive the mail. A table was placed next to the "cage," with a rubber die bearing the likeness of Benjamin Franklin, and an inking pad on it, used to stamp the mail as it was brought to the post office by the postmen, who carried the letters in a can-

vas bag (such as the soldiers used for carrying gas masks during the World War). The children acted as postmen and postal clerks.

For a week before St. Valentine's Day, the children made valentines and addressed them to the principal, teachers, clerks, and pupils of other classes. A copy of the name and address of the recipient of the valentine was made and given to each child.

The post office project developed certain faculties of the children. Considerable stimulation was created in oral English by the spontaneous expression used in the discussion of the origin and purpose of Valentine Day, of various methods for making valentines, and of post office methods of sending and receiving mail, of the purpose of addressing postal cards and letters, of the characteristics of the postman, his duties, devotion to work, long hours and exposure to all kinds of weather. The children learned their number combinations more readily by buying stamps (one and two cent denominations) with toy money, by making change and figuring the postage tax for letters of certain sizes and weight. Exercise in number was given through measuring the proper size of postal cards and envelopes. The reading ability of the children was also advanced

by the practice in reading signs in the post office, in deciphering names, addresses and room numbers. Short sentences relating to experiences in the post office were read from the blackboard, as were the short stories and rhymes on individual valentines. Charts, signs and the bulletin board announcing the sale of stamps ("We sell stamps in our new post office"), stories composed by children to accompany postman pictures, such as

The children run to the door
When they hear the postman come.

furnished a source for supplementary reading. Opportunity was given in writing names and addresses from the copies, rhymes and stories on individual valentines. Education in hygiene was given by emphasis upon proper way for pasting stamps, keeping them out of the mouth. Results were obtained in manual arts through drawing and construction. Valentine post cards and letters were designed, postmen on route, mail wagons and mail boxes were illustrated. During the construction periods, the children made toy money, one-cent, five-cent and ten-cent pieces, and stamps of one and two-cent denominations, green for the one-cent stamps and red for the two-cent stamps, with

the number of the denomination printed in the lower corners. Pocket books and valentine booklets were made.

During the course of the project, the "Postman" song and the rhyme "When you send a Valentine" were learned by the children.

The general conduct of the post office clerks and "make believe" grown ups, was improved by adherence to the courtesy practiced between citizens and clerks, the standing in line, no crowding and general quiet business-like atmosphere of the "post office."

An interesting feature of this project was the coöperation displayed by one of the regular 1B teachers in the same school. Her children made valentines and purchased stamps at the "post office" with toy money which they had constructed. These children came in orderly groups through a large auditorium, without the supervision of their teacher.

An interesting incident occurred when the postman had occasion to deliver mail to the principal and office staff. He entered the office and blew his whistle, to the amazement of all present. Explanations were soon made satisfactorily and the mail delivered to the people for whom it was intended.

This project was continued indefinitely.

It seems to me he that acts for childhood is in a large sense acting for humanity, he is acting with such bright hope.—*Phillips Brooks.*

From the Foreign Field¹

The Japan Kindergarten Union

The Japan Kindergarten Union was organized at Karuizawa on August 20, 1906, and conventions are held annually at this mountain resort.

According to latest reports the Union has 70 members, most of whom are missionaries, representing twenty-two different mission boards in America and England. The first Christian kindergarten in Japan was opened in 1885 at Kanazawa by the North Presbyterian Mission, the next in 1889 at Kobe by the Congregational Mission, and in the next few years other missions opened new centers. From Northern Hokkaido to the Southern Islands of Liu Chiu there are now 164 kindergartens registered in the Union. There are over 10,000 children in these kindergartens.

The following are the outstanding aims and opportunities of the Christian kindergartens:

1. To supplant idolatry with faith in the One Living God, Creator and Savior of mankind.
2. To open the eyes of these children to the order and beauty and marvel of God's created world.
3. To become interested in other lands and other people.
4. To develop a love for good music; for what is classic in stories.
5. To cultivate a pure, ideal, play-spirit.
6. To learn good habits for mind and body.
7. Through the child to sow the same seed in the hearts of their families.

During each year branch meetings are held in designated sections of the country to encourage and stimulate interest and improve the standard of all kindergartens

of the Union. The Japanese teachers belong to these branches and give and receive mutual help.

CHRISTIAN KINDERGARTEN TRAINING SCHOOLS

The 164 kindergartens registered in the Union require nearly 500 teachers who by necessity must receive their training in Japan. To help meet this need eight kindergarten training schools are serving to train Christian teachers for these kindergartens. It is their purpose to train teachers "who are wise in the art of teaching, wise in their love and knowledge of children, and first and last, filled by the Heavenly Father with the joy of life that never fails."

1. Aoba Girls' School Kindergarten Training Department—American Episcopal—Sendai.
2. Aishin Hara School—Protestant Episcopal Ind.—Omiya.
3. Toyo Eiwa Girls' School Kindergarten Training Department—Canadian Methodist—Tokyo.
4. Tokyo Kindergarten Training School—Baptist—Tokyo.
5. Ryujo Kindergarten Training School—Anglican—Nagoya.
6. Heian Girls' School Kindergarten Training Department—American Episcopal—Kyoto.
7. Lambuth Training School Christian Workers, Kindergarten Training Department—Methodist Episcopal—Osaka.
8. Glory Kindergarten Training School—American Board—Kobe.

REPORT OF THE 19TH ANNUAL MEETING

In the latter part of July, 1925 the Japan Kindergarten Union held its nineteenth annual meeting in Karuizawa. Miss Jane M. Welte of the St. Agnes Kindergarten Training School of Kyoto, appointed re-

¹Extracts from letters received by Miss Nellie E. Brown, Chairman I. K. U. Committee on Foreign Correspondence.

porter, sends the following interesting account of the two days sessions.

"Although the elements raged outside there was no gloom within the big auditorium that held a large group of missionaries who devote much of their time to the care of the kindergarten children of Japan.

"The imperative need for a thoroughly trained teacher in each kindergarten in Japan was the keynote of the opening address given by Miss Annie L. Howe of Glory Training School. She urged the

could not share their room with four men even though they all came from the same town!

"Okayama entertained her guests royally. There were 2000 men and women all eagerly discussing kindergarten problems. *The Home and the Kindergarten, The Use of Songs, Physical Examinations and Proper Dress for Kindergarten Teachers* were some of the subjects considered. These meetings surely prove the progress in Japan's kindergarten system!



JAPANESE KINDERGARTEN CHILDREN ARE HAPPY

necessity of trained women to supervise and teach in order 'to form the deep concrete base upon which higher education is to be built.' Government kindergartens are requiring trained teachers and higher standards and mission kindergartens must not fall behind.

"The first session was spent in hearing the reports of committees. Miss Nora Bowman told of the Triennial convention of Japan's kindergartners held last year in Okayama. There were many interesting happenings. She was allotted one mat (3 x 6) to sleep upon and had a hard time making her hotel host understand that five women teachers

"One afternoon there was a 'symposium' on work with mothers and fathers which proved helpful. Cooking and sewing are taught in almost all kindergarten mothers' classes. 'Foreign' cooking and 'foreign' dress are eagerly learned. Foreign dishes keep friend husband at home and away from the 'new' restaurant and the 'new' woman. Foreign dresses help to make the little ones more comfortable and mothers are eagerly adopting them. One worker reported a splendid fathers' meeting where already several are seeking more knowledge of the Heavenly Father.

"Tea was served in the Karuizawa hotel

where new missionaries were introduced and stories exchanged about the trials and troubles of an Eucho San (supervisor).

"*Character Building* was the subject of one day's sessions. A very excellent paper written by Miss Etta Ambler was presented. Miss Ambler has made an intensive study of health and play and their relation to character building and in a fascinating way reported the efforts of kindergartners to make their little ones 'morally fit.'

"The greatness of the Master, His loving

"Kimono-clad boys and girls frolicked in the cold snows of Kusatsu or built sand houses on the shores of Kyushu. They were pictured in swings in their gardens, building with kindergarten gifts, dramatizing stories—doing all the things girls and boys do in American kindergartens. And even though their language is Japanese the Great Father understands it all and showers His blessings on them. Surely deep digging is being done, strong stone and steel and concrete foundations are being laid."



MORIOKA BAPTIST KINDERGARTEN

Building completed two years ago

Fellowship and His untiring devotion are the rocks upon which character should be founded. So well did Miss Ambler prove this that it was voted to have her paper translated into Japanese and distributed to all kindergartners.

"The program for 1926 was outlined and Mrs. James Topping was elected President.

"In the evening although it continued to rain, Miss Howe addressed a large group of interested persons, and with lantern slides proved that 'Great Souls' are being developed in Japan's Mission Kindergartens.

THANKSGIVING DAY AT LITTLE LILY KINDERGARTEN, TOYOHASHI

Very early on Thanksgiving morning the kindergarten children began to arrive, clothed in their festive garments, each bearing a gift of either money or the fruits of the earth. Many older sisters and a few parents came with the little ones.

The kindergarten was decorated with festoons of cut-out paper fruit and birds, real rice-straw and bright red and yellow berries. The gifts, as the children brought them, were arranged upon kindergarten

tables placed at the front of the room for that purpose. There were piles of rice and beans, potatoes and other vegetables, beautiful red apples arranged in rows, and golden oranges and persimmons.

We had a short service of praise and thanksgiving for the love and goodness of the Father who provided all these things for His children and a Thanksgiving story. Then all the older children and some of the younger ones too, bearing their gifts in a borrowed baby carriage (the usual mode in our town of carrying almost everything but babies) walked away out to the city orphanage, where the fruit was given to the little orphans—a practical lesson in sharing one's blessings, but a bit marred in our eyes by the gift to each of our children of a little box of caramels. The money brought by the children was sent for Chinese famine relief.

F. M. HAWKINS,
Anglican Church.

CHRISTMAS IN ST. MARY'S KINDERGARTEN, KYOTO

For a number of years it has been our custom to begin our Thanksgiving celebration by a short service in St. Mary's Church, next door to the kindergarten. This year we began our Christmas festival also in the church.

The older kindergarten graduates took their place in the choir, the younger ones in the first pews, and the parents, relatives and friends, practically filled the rest of the church. We began the service with the kindergarten graduates singing the old Christ-

mas hymn, "O, come all ye faithful," while the kindergarten children, coming up the aisle in a long procession to their places just below the chancel, answered with the chorus, "O, come let us adore Him."

Later, in the kindergarten room, the kindergarten graduates joined with great glee in the festivities by singing a few English songs learned at "Dosokai." So the graduates of other years, the present kindergarten children and the parents, all took part in the Christmas festival and Christmas was what it should be—a time of gathering together, a warm and festive time in which each one may share.

ETTA AMBLER,
American Episcopal.

MAKING FOR HEALTH IN THE EIWA KINDERGARTEN, SHIZUOKA

Before the Doll's Festival in March a letter was sent from the kindergarten to each kindergarten home drawing attention to the evil effects of the custom of serving wine to children on that occasion and urging the mothers to provide some non-alcoholic substitute. After the festival the children were so proud to tell their teachers that they had no wine in their homes on that day.

The teachers have been able to do much in assisting the mothers to teach and develop better health habits in their children, to direct their play at home and to stop the use of certain games which have a degenerating tendency.

ISABEL GOVENLOCK,
Methodist Church of Canada.

"If mountains are symbols of uplifted thought, if beauty of nature expresses God, then those who know the heights and feel the beautiful live also now in Paradise."

International Kindergarten Union

Headquarters

1201 Sixteenth Street, Washington, D. C.

Officers

President, MISS ALICE TEMPLE, Chicago, Ill.

First Vice-President, MISS MARY DABNEY DAVIS, Washington, D. C.

Second Vice-President, MISS MARION B. BARBOUR, Chico, Cal.

Recording Secretary, MISS LOUISE M. ALDER, Milwaukee, Wis.

Cor. Secretary and Treasurer, MISS MAY MURRAY, Washington, D. C.

Auditor, MISS GRACE L. BROWN, Cleveland, Ohio.

Next Meeting Place

Kansas City, Missouri, May 3-7, 1926

Headquarters for Convention

Muehlebach Hotel

Local Committees

Headquarters—LUCY HOLMES

Accommodations—LAURA NOYES

Places of Meeting—KATHRYN RIDGWAY AND RUTH MARSHALL

Hospitality—BERINECE KIRTLEY, MABEL HALL AND MABEL McENTIRE

Badges and Decorations—LAVINA EGGLESTON

Transportation—GERTRUDE MASTERS AND MARION HUNTOON

Music—MABELLE GLENN AND MRS. BESS V. PENNINGTON

Exhibit—MURIEL ALGEO

Press—ELIZABETH WHITNEY AND ALMA BETZ

Finance—THERESSA HINSHAW

Credentials and Elections—MILDRED FLINN

Advisory—SUPT. I. I. CAMMACK

Hotel Rates

| NAME AND LOCATION | | WITHOUT BATH | WITH BATH |
|---|----------|------------------|------------------|
| Muehlebach (Headquarters), 12th and Baltimore . . . | { Single | \$3.00 to \$3.50 | \$3.50 to \$9.00 |
| | { Double | 4.50 to 5.00 | 5.00 to 12.00 |
| Aladdin, 1213 Wyandotte | { Single | | 2.50 to 3.50 |
| | { Double | | 3.50 to 5.00 |
| Baltimore, 12th and Baltimore | { Single | 2.50 to 3.50 | 3.00 to 12.00 |
| | { Double | 4.00 to 5.00 | 5.00 to 15.00 |

| NAME AND LOCATION | | WITHOUT BATH | WITH BATH |
|--|-------------------|---|----------------------------------|
| Bray, 1114 Baltimore..... | {Single Double | 1.50 to 2.00 2.50 to 3.00 | 2.00 to 3.00 3.00 to 5.00 |
| Central, 12th and Central..... | {Single Double | 1.50 2.50 | 2.00 to 2.50 3.00 to 3.50 |
| Coates House, 10th and Broadway..... | {Single Double | 1.25 to 3.00 2.00 to 4.00 | 2.50 to 5.00 4.00 to 7.00 |
| Commonwealth, 1216 Broadway..... | {Single Double | | 2.00 to 2.50 3.00 to 3.50 |
| Dixon, 12th and Baltimore..... | {Single Double | 1.50 to 2.00 2.50 to 3.00 | 2.50 to 3.00 4.00 to 5.00 |
| Glennon, 106 West 12th Street..... | {Single Double | 2.00 3.50 to 4.00 | 2.50 to 4.00 4.00 to 6.00 |
| Kupper, 11th and McGee..... | {Single Double | 1.50 to 3.00 3.00 to 4.00 | 3.00 to 5.00 4.00 to 8.00 |
| Lucerne, Linwood and Harrison..... | {Single Double | | 2.50 to 3.00 3.00 to 5.50 |
| New Oxford, 1222 Locust..... | {Single Double | 1.25 2.00 | 1.50 to 1.75 2.25 to 2.50 |
| President, 14th and Baltimore..... | | (Rates will be available after the opening January 1, 1926) | |
| Robert E. Lee, 13th and Wyandotte..... | {Single Double | | 2.00 to 2.50 3.00 to 3.50 |
| Savoy, 9th and Central..... | {Single Double | 1.50 to 2.50 2.50 to 3.50 | 2.00 to 4.00 3.00 to 6.00 |
| Sexton, 15 West 12th Street..... | {Single Double | 1.50 to 2.50 2.50 to 3.50 | 2.50 to 4.00 4.00 to 6.00 |
| Staats, 12th and Wyandotte..... | {Single Double | | 2.00 to 3.50 3.50 to 7.50 |
| Tanner, 917 Locust..... | {Single Double | \$1.25 to \$1.50 2.00 to 2.50 | \$1.50 to \$2.00 3.00 to 4.00 |
| Washington, 1201 Washington..... | {Single Double | 1.50 to 2.00 2.00 to 3.00 | 2.00 to 3.00 3.00 to 5.00 |
| Westgate, 9th and Main..... | {Single Double | | 1.50 to 3.50 3.00 to 5.00 |
| Y. W. C. A., 412 West 11th Street..... | {Single Double | 1.00 to 1.50 1.50 to 2.00 | 2.00 2.50 |

Reservations at hotels should be made directly with hotel management. *Make your reservations early.*

LAURA B. NOYES,
Chairman of Committee on Accommodations,
3217 Prospect Ave., Kansas City,
Missouri.

Story Contest

A short story contest is being arranged under the direction of a sub-committee of the Committee on Literature of the I. K. U., under the following conditions:

RULES OF CONTEST

1. Story must be within 1000 to 2000 words.
2. Suitable for children from 5 to 6 years of age.
3. Adapted to group audience.
4. Rights of publication of stories receiving prizes or honorable mention, given to CHILDHOOD EDUCATION.
5. Manuscripts must be received by the editor of CHILDHOOD EDUCATION, Miss May Murray, 1201 16th Street, N.W. Washington, D. C., by *July first, 1926*.
6. Name and address of author must be

submitted in a sealed envelope with nom de plume on envelope and on manuscript.

PRIZES

*First Prize, \$50.00.

Second Prize, \$25.00.

Third Prize, \$25.00.

First, Second, Third, Fourth Honorable Mention, no financial award.

Judges of manuscript in this contest will be announced later.

(Committee) MARGARET C. HOLMES,
Chairman, Committee on Literature.

MARY GOULD DAVIS,
Supervisor Story Telling, New York Public Library.

CLARA W. HUNT,
Superintendent Children's Department Brooklyn Public Library.

Washington Convention, Department of Superintendence, N. E. A.

Plans for the convention in Washington, February 21 to 25, are nearly complete, and there will be many sessions of interest to kindergarten and primary supervisors under the general program as well as the special I. K. U. meeting to which attention has been called in recent issues of this journal.

The general sessions will be held in the Washington Auditorium, which will be convention Headquarters, and registration and exhibits will be located there. The leading hotels are now booked to capacity, and only rooms in smaller hotels and boarding houses can be secured.

Reduced rates of one and a half fare for the round trip have been granted by the railroads. Identification certificates of N. E. A. members should be secured from N. E. A. Headquarters, 1201-16 St., N.W., Washington, D. C., if they are not already in members' hands.

The luncheon of the National Council of Primary Education will be held at Hotel Mayflower, February 24, at 12.30, at \$2.50 a plate. Make reservations through Miss Mary Dabney Davis, Bureau of Education, Washington, D. C.

The Reading Table

From Infancy to Childhood¹

In the opening words of the preface of his new book Dr. Smith writes of the "remarkable change man's attitude toward children has undergone during the passing of the centuries" and considers this change "an index of the progress of civilization."

In an interesting resumé of this progression he states that: "at the present time the child has a better chance of living to mature age than at any previous time in the history of the world." Three contributing efforts are given as productive of this desirable condition, i.e., "medical science, community conscience and the increasingly intelligent care of parents."

Dr. Smith emphasizes the importance of the ages from two to six as the transition from infancy to childhood, when many perplexing problems are presented which require "more than native instinct for their solution." His book is written with a thought of helpfulness toward solving these problems, both physical and mental.

Eight purposeful chapters are given to the physical consideration and care of young children, replete with definite advice, counsel and first aid suggestions, of value to both parent and teacher. Chapters are devoted to clothing, comprehensive weight-height-age tables for boys and girls, menus of diet for two, three, four and five-year-olds, with suggestions, also, regarding eating habits and correct meal-hours.

The closing chapter of the book, *Training and Education*, opens with an appreciative

¹ By Richard M. Smith, M.D. The Atlantic Monthly Press.

statement of the chapter subject: "The physical care of children is an easy matter compared with their training and education," and the following, of special interest to kindergartners: "It is to be borne in mind that the period from infancy to six years of age in an even more important time for mental training than for the supervision of physical development. . . . At six years of age the brain has reached ninety per cent of its adult size."

He writes with sympathy of the nervous child, as follows: "Nervous children need to be pitied, not blamed. . . . Most nervous children are nervous not because they were born so but because they were made so."

In appreciation of the child's faculty of imitation he says: "Imitation is a part of the process by which a child adapts himself to his environment. Children copy a state of mind as well as an action of the body."

In complete accord with kindergarten principles Dr. Smith believes "a child should have the joy of discovery," as a "means of creating and keeping alive a real interest in life," and in the closing pages he pays tribute to the kindergarten as follows. "Very few parents have had any instruction in child-training. The kindergarten and the nursery school are substitutes for what the child ought to be able to receive in his own home, but, because most young women do not go to school to prepare for parenthood the substitutes are the better equipped."—CLARA M. WHEELER.

Early Conceptions and Tests of Intelligence¹

With intelligence tests in such universal use in our schools, the need for just such a book as Dr. Peterson's has been felt by those who are giving courses to teachers, supervisors and administrators, as an aid in building up a background of historical knowledge in this field of intelligence and its testing.

The changing conceptions of intelligence from earliest beginnings in ancient Greece are traced through the centuries up to and including the conception held by Binet in France and his contemporaries in other countries. Not only does Dr. Peterson present briefly the position taken by many early workers in the field, but he also gives an account of the experimental work of many of the early investigators who tested and attempted to measure special functions.

A very full account of the development of

Binet and Simons' attempts to measure general mental ability is given and an entire chapter is devoted to an evaluation of the Binet method and scale.

Another chapter is given to *Problems of Intelligence and Uses of Tests*, in which the multiple and general factor views are presented without bias and with certain experimental evidence supporting each theory.

Some of the less generally known facts crop out, such as that Gulton first developed mathematical methods for handling data statistically in his work with individual differences, or that Binet was a pioneer in educational tests, or that Cattell was the first to use the term mental tests.

Exercises at the end of chapters will be helpful in provoking class discussion and clarifying thinking.

The appended *Bibliography of Modern Books on Intelligence* is rather meager and omits certain outstanding recent contributions to this field.—CATHARINE R. WATKINS.

¹ By Joseph Peterson, Ph.D.

Song and Play for Children¹

Among those who are familiar with the music page of CHILDHOOD EDUCATION and who have thus become acquainted with the ability of its editor, Grace Wilbur Conant, through her own compositions and her delightful adaptations of old folk songs, a new song book bearing her name on its title page is assured of a friendly welcome. Associated with Miss Conant in the preparation of the new collection is Miss Danielson, who also assisted in the earlier volume, *Songs for Little People*, to which this is a companion.

There is a thoughtful and convenient grouping of songs in this new book which makes it useful in many situations. The old singing games are represented by a number of those best-loved, like *Looby Loo*,

Oats, Peas, Beans, and the Mulberry Bush; the outdoor world is recognized in simple childlike songs; reverence and worship have their place; and other phases of song expression are carefully considered. Provision for holidays and holiday spirit is made by many songs, both old and new, the Christmas season having some particularly beautiful carols.

Dramatization is naturally introduced through such songs as *I Had a Little Pony* with words by Bertha M. Rhodes, set to an old German air; *The Cobbler*, also by Miss Rhodes, with a French folk song setting; *Black Horse, Brown Horse*, with words by Nancy Byrd Turner which children will love, set to music by Miss Conant; and others which teachers will recognize as delightfully childlike.

Of special interest are the tiny one verse songs, more than thirty of them, many of

¹ By Frances Weld Danielson and Grace Wilbur Conant. The Pilgrim Press, Boston.

these about animals; and there is a fair representation of children's original songs, suggesting wider use of this form of self expression.

The use of folk songs is one of Miss Conant's special fields, and many of those brought out in this book have never appeared in other collections, but have been introduced by her for American use.

Among the longer songs is *The Pleasant Dark*, a song for mothers to croon to their children at bedtime; *The First Children's Day*, which has beautiful words by Nancy

Byrd Turner, a poet who is becoming well known.

A few selections of instrumental music, original marches by Miss Conant, and adaptations of classical music for various purposes, make the book more complete for kindergarten use.

Some of the songs are reprinted by permission of CHILDHOOD EDUCATION, and are thus found in the more convenient form of a well made book for use in school, Sunday School or kindergarten.

We wish the new book a hearty "God-speed!" in its useful career.

Among the Magazines

"Mind-Stretching"

We are all familiar with the "daily dozen," which aim to stretch our muscles and keep them in trim, but how many of us seriously strive to "stretch" the mind by unusual daily exercise? I am afraid, if we are honest with ourselves, we shall have to agree with Charlotte Perkins Gilman that—"as for exercising the brain, widening its range, strengthening its action, we make no effort in this direction."

Her article on "Mind-Stretching" in the December *Century* is a challenge to mental laziness and a stimulus to effort, even if we may differ from her as to the lines along which our energies should be directed. "We, who can hold earth and sky in easy range, live in a few rooms," Mrs. Gilman says; we are "kitchen-minded," "parlor-minded," "nursery-minded," and "office-minded." I added mentally, as I read the article,—"school-room-minded,"—for to the busy teacher there is a great temptation to let routine lock her into four walls, or to specialize so closely that the mind seems to refuse to stretch in any direction except the accustomed one.

It seemed to me that one of the best resolutions we could make for the New Year was to move out of our old "cramped quar-

ters," which we have occupied so long, and "stretch" our mental area by a few wholly new excursions. It may be true, as the mental experts tell us, that we cannot increase our capacity, but what a comforting thought it is that not one of us has ever yet lived up to his capacity! "We are like the owner of a dozen palaces living in a three-roomed flat. Perhaps we have, in addition to the little flat, a lot of mental furniture in storage, and certain jewels of faith which are kept in a vault, to be worn only on Sundays. But for daily use we occupy cramped quarters of which we invariably weary."

One way for stretching the minds of the new generation which Mrs. Gilman suggests is through the moving picture, which she feels "has been prostituted to the cheapest, coarsest tastes of amusement peddlers, but which holds limitless possibilities for enlarging the mind of the world." Geography, astronomy, geology, the "wonder world of plant and flower" could be made more interesting than any "fairy story that ever was told." "The real story of human growth, the vivid, thrilling, spectacular series of discoveries, inventions, achievements which make us human; a continued

story opening day after day, chapter after chapter; overflowing with adventure, danger, surprise, and triumph; a story that was all illustration, the greatest story that ever was—and a true one." How much more fascinating it sounds than *The Outline of History* by H. G. Wells!

Today we are beginning in the kindergarten to enlarge the children's horizon in just this way through visual instruction to insure a richer background. The screen has already come into our schoolrooms in

every grade to supplement the school book in most of the "informative fields of education."

For those of us who would like to take the initial step in "mind-stretching," there is a splendid note of hope in Mrs. Gilman's article. "We may live in a closet but the closet is not locked There is nothing to prevent any one from beginning a course of mind-stretching and day by day, as we use it, the mind will stretch farther, rise higher, grow stronger."

Objectives

Teachers who are interested today in what is meant by "educational objectives" will find much that is illuminating and helpful in the article by Professor William H. Kilpatrick in the September issue of the *Teachers College Record*. His topic is "What Range of Objectives for Physical Education?"—but the scope of the article is so comprehensive that the classroom teacher, from the kindergarten up, may find much material to stimulate thought. The analysis of what should be included in the term "educational objectives" may be applied to any part of the educative process, because "the child is a unity—at least in the

making." For this reason, too, the "physical educator in actual charge of the children is responsible for more than bodily welfare and is accordingly morally bound to seek more than mere physical welfare objectives a complete division of labor among teachers is absolutely impossible."

The table of "Remoter and Intermediate Objectives" shows how inclusive the field of physical education should be and suggests a basis of profitable, illuminating study. It reveals also how imperative it is that there be "team-play among the teachers" if they would secure for the child the needed "unity of character."—CATHERINE R. WATKINS.

New Books and Pamphlets Received

A series of "Young People's Projects" by Edwin L. Shaver, issued by the University of Chicago Press, Chicago, outlines studies for a young people's society, a Sunday school class, or a club, in which the aim of the activities and discussion is to help young people to interpret and use their resources in the light of the Christian purpose. The titles are such as *A Christian's Recreation*, *Young People and the Church*,

Christian Young People and World Fellowship.

Right Living, a discussion course for boys and girls, by Maurice J. Neuberg, also contributes to this class of printed matter issued by the University.

From the American Child Health Association, New York, N. Y. comes a copy of the *Child Health Bulletin*, in which the

leading article is *The Classroom Teacher's Part in Health Education*, by Maud A. Brown. Other interesting material and an excellent bibliography of Child Health Literature are included in this little paper. As a supplement to the Bulletin, there is printed a report to the Association for 1925, given by its general executive, Samuel J. Crumbine, M.D., in which he outlines the factors which have helped in "Advancing the Cause of Child Health."

Those who are not familiar with the printed *Course of Study for the Kindergarten, First and Second Grades* of the Los Angeles Public Schools for last year will find it a most interesting and suggestive book. Miss Ethel I. Salisbury was the Director of the Course of Study, and she was ably assisted in its preparation by the supervisor of kindergartens and primary grades, Miss Madilene Veverka, and her principals and teachers.

Many pamphlets and leaflets are sent out by the University of Iowa, Iowa City, which should be examined by those who are interested in the education of young children, especially those who deal with the pre-school child. Some of the titles are: *The Constructive Ability of Young Children*, by Lovisa C. Wagoner, Ph.D.; *The Emotions of Young Children*, by Leslie R. Marston, Ph.D.; *Anthropometric Measurements of a Group of Gifted Children*, by Bird T. Baldwin.

A parents' and teachers' magazine, published by the Federation of Mothers Clubs of Cincinnati, Ohio, was started in September, 1925, the aim being to develop and strengthen Mothers Clubs and to create a closer relationship between them. Miss Julia Bothwell, supervisor of kindergartens, and Miss Annie Laws, well known to kindergartners all over the country, each contributed to the first issue. The magazine will fill an important place in the home and the school.

American Speech is the name of a new journal published by The Williams & Wilkins Company, Baltimore, Md., which has been received with much interest in the educational world. Its editor is Dr. Louise Pound of the University of Nebraska, a competent philologist. In its first issue, dated October, 1925, *Conservatism in American Speech* is the leading article. The material for such a journal promises to be interesting and valuable to students of the English language as it is used in America.

The National Committee of the Prevention of Blindness gave in a recent issue of the "News Letter" a report of the work conducted in a demonstration eye clinic for pre-school children at Hartley House, New York City. It was felt that so much good had been done during the few months which this clinic had been working that it should be continued the following year. The National Committee for the Prevention of Blindness and the American Social Hygiene Association are carrying on valuable studies in relation to blindness and its prevention.

Individual Instruction Series. Phonics. By LILLIAN E. TALBERT. Illustrated by Hilda Keel-Smith. Harr Wagner Publishing Co., San Francisco.

Any device which will make the early reading work more interesting is welcomed by primary teachers. This "child's work book" for low first grade introduces material which will enable the child to teach himself after a few lessons. It furnishes seat work, silent reading and even writing lessons.

The World. By JAMES FAIRGRIEVE, M.A., and ERNEST YOUNG, B.Sc. D. Appleton and Company, New York.

Book Three of the series "Human Geography by Grades" is intended for children of the fourth grade when the study of maps is first introduced. The book is written in an interesting way so that it may also be used as a reader.